

VOLUME X III

NUMBER 4

The A.T.A. Magazine



OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ALLIANCE, INC.
Magistri Neque Servi



The Alberta School Trustees' Magazine

OFFICIAL ORGAN OF THE
ALBERTA SCHOOL TRUSTEES' ASSOCIATION

DECEMBER, 1932

A Merry Christmas!

A Merry Christmas and a Happy New Year to all. So goes the fashion of speech which for centuries has distinguished this season from all others. Those who tread the plain highway of talk can say no other. Those who vent goodwill through their very pores have no variation of dialect or utterance for the time-honoured method of greeting. One would not mean more if the wish embodied a job and the continuous flow of monthly paychecks. The mere repetition of the words does not stale the outpouring of good cheer, nor the breath-greeting of vowel and consonant signify a leaner token of good wishes. So, fashion or not, we use the form, and with it flows the inward grace, to all and sundry, in city and town, and to the outermost reaches of plain and flood, to the unemployed and to the employed, A Merry Christmas and a Prosperous New Year.

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Official Organ of the Alberta Teachers' Alliance, Inc.

Vol. XIII.

EDMONTON, DECEMBER, 1932

No. 4

THE MAVERICK

H. R. Leaver, M.A.

"A certain king had two sons, and the elder said unto his father, 'Allow me to write Composition 4, even at the same time that I write Composition 3. I shall thereby save time for my Algebra.' And the King said, 'Do so my son.' And the boy wrote, and made 51. Then he said unto his brother, 'There, my brother, Composition 4 is nothing.' So when the younger brother was grown in years, he took the course, but remembered the words, and the mark of his elder brother, and idled his time, and wrote not the exercises set him by his teacher. Then he wrote also, as his brother had done, and lo, he made 49 marks. Then the King was exceeding wrath, and commanded the executioners, and they took that teacher of composition, and slew him by the grove that is called Ne-hush-tan."

The above parable illustrates the attitude of most people towards composition as a subject of instruction. Years ago the high school organization would scatter the subject upon whomsoever would receive it, the newest comer to the staff generally receiving the lion's share of the unwelcome study. All students passed, so what matter. Then some brilliant pupils conceived the idea of taking more than one year at a time, and they were successful also. Then regulations were made by which it was not required to consider the spelling, or the form of words, or the general literary excellence of the answer papers in history or physics, so that composition was relegated to a corner by itself. Those who write history answers do not compose, nor do the writers of answers in geography concern themselves with spelling. A noun has no place in general science, nor a verb in the construction of answers in agriculture. We are teaching science, not composition, they tell us. We are wondering if the pupils in science classes think in terms of language, or is their logic merely formulae. Have history teachers developed a sign language of their own, a system of hieroglyphics, capable of a more ready transference of historical thought than can be supplied by the mere word; and is geography still in the movie class, a panorama of performing products, with no accompanying language? We would like an investigation of the question of the place occupied by composition in the school.

In the first place, composition is the most neglected subject in high schools. There is no great variation of matter attached to it. The test for Grade IX is much the same as the test for Grade XII. Consequently the pupil gains a secret contempt for the exercises, and a whole-

some disregard for classroom presentation. In the country towns, the period for composition provides opportunity for clearing up homework problems in mathematics, and in the cities, it presents a convenient front for attack where time is required for drill, for literary societies, for sport practice, and for doctor's examinations. Consequently, composition becomes a mere examination, and not a course.

We do not intend to treat the subject on the plane of literary excellence, but only as an instrument for testing exact thought. Our hypothesis is that thought in its early stages must be associated with language. Max Muller or any other writer on philology will provide the authority for this. Ideas of science, thoughts on history, conceptions of geography, must all find their expression through the logic of the word, phrase, and sentence. It is only a Newton who can leap from symbol to symbol. The study of these elements of language is therefore a necessity for the correct conveyance of knowledge, and information as such cannot be said to be received by the pupil, till he has caused it to flow along the channels of logical language. That is to say, composition is the one study that is associated with every other subject of instruction.

Our next point concerns the troubles involved in teaching the subject. At the outset, we must say that the pupil is required to express his own experience in correct language. This experience may be rich in personal incident, and full of acquired reading matter. A pupil so favoured, meets no great difficulties in satisfying a teacher with a written exercise. He is moreover, frequently neglected because he has already reached a standard suitable for the final examination. He may be a pupil in the lower grades, and yet be possessed of vocabulary, sentence structure, and ideas, sufficient for the upper grade tests. Such cases are common enough. On the other hand, there is the pupil whose early years have not been enriched with a full and pleasant life; whose parents possess no library of suitable books, and whose activity is confined to the narrow precincts of a squalid suburb. To him, composition is like learning a new language. He has to unlearn all the solecisms of his parents, all the slang and imperfect constructions of the street, and to be drilled in grammatical sequences and spelling problems before he can commence to speak and write correct English. Incident and language are indissolubly knit, and there is no language without the experience behind it. If the language is therefore crude, slangy, and incorrect according to

schoolroom standards, the experience has to be relived before it can be attached to the correct form and sequence of words. For such a pupil there is the language of the schoolroom and the language of the home, and the two never coincide. When the restraint of authority is released, this small, thin veneer of culture peels off, and his communications are in the tongue of his early years. We remember a former Minister of Education whose speeches to University students were full of grammatical errors and slangy figures of speech.

Another difficulty in teaching the subject of composition, is that the art of writing correctly demands a logical mind. Examine such a sentence as:—

'If you have tears, prepare to shed them now.'

There is to be considered in this:—

1. A grammatical sequence of words.
2. A rhetorical correctness depending upon arrangement of words, importance of position, and correct diction.
3. A logical connection depending upon previous sentences and upon former ideas.

Those who consider composition a mere assembly of words must pause to consider the truth of this. These three elements must run parallel in the mind of the writer, and each of them demands a logical mental comment. In this consideration, we have not dealt with the suitability of the word, the beauty of the allusion, nor the aptness of the illustration, factors which govern the worthiness of good prose. The incorrectness of an algebra solution is a simple matter, when compared with the many ways in which a sentence in English may be incorrect, and the clear-cut path of inductive reasoning in the scientific problem is as child's play when compared with the many-sided process of uniting thought to words in a perfect union.

So far, we have considered but the mechanics of speech and writing. One's composition may be correct in all the above particulars, and yet be as insipid as slough water. The pupil's experience is always associated with mood, and this mood varies with its intensity, from the prosaic routine of every day to the heightened emotion of childhood's crises. This involves a transference from the region of emotional perception to that of intellectual interpretation. Further, the experience of children is characterised by mood rather than by reason. Their conceptions of justice, of likings and dislikings, of good times at picnics, are all questions of mood, and these do not fit naturally into language. Yet composition must take account of them. The difficulty is, that in most cases we are employing an instrument of adult life for childhood's experiences; that we expect clearness in the detailing of incidents which by their very nature are nebulous; experiences which represent the child-mind accommodating itself to a world of abstract phenomena, and which are mere gropings in the gloom, guided not by intellectual considerations, but by the urge towards realization of their tendencies.

The above points concern those whose heritage is the English language. With the foreigner other difficulties arise. Any student of a foreign language knows that there is a huge gap between the first lesson in that language, and that period when his thought takes naturally to the new ex-

pression, to say nothing of that mature moment when his experiences gain their utterance in the new tongue. Most of the New Canadians preserve their native speech at home, and use English at school. It is beyond hope that these will carry into later life a natural flow of correct English.

We have not laboured our points. We have not employed any plea for literary style or for excellence of diction. Our concern is not for the present, but for the future. Those who know, tell us that the average reading matter in Canada is about a Grade VII standard. Some high school teachers were once requested to write articles explanatory of the Unit System. Two such articles were submitted, so faulty and so illogical that they were unfit for publication. Teachers do not write. They do not speak. We have known hours wasted on minor points at Alliance meetings, where nebulous thought plodded through by-paths towards conclusions which had no connection with the resolution. There are those among us who know not how to measure a word, and who yet claim the authority to put into the scale, not merely the idea, but that abode where ideas have their origin. Here we have an heritage, greater in power and melody, sweeter in lyric utterance, more combative for debate, more compelling in persuasive diction than any in the universe. Yet it is being relegated to the outer circle of consideration because its worth is not understood sufficiently. In one high school in Edmonton, Chemistry 2 occupies 225 minutes per week of the pupil's time, while Composition 4 receives 132 minutes.

If we may judge the future by the present, we are going to have a generation of citizens who listen easily to an unbalanced sentimental hodgepodge of foggy frippery, who hear nothings monstered and pass no comment, who swallow chaff for grain, and entertain a host of chimerical opinions under the guise of thought. We attach the blame to the wholesale disregard of English Composition as a vehicle for testing knowledge, and as a viaduct by which ideas must flow. The triumvirate—Experience, Thought, Language, is the only governing body in the realm of knowledge, the only check we have against prejudice and ignorance, and the only authorized court of appeal for fallacy and unbalanced opinion.

TEACHERS OF FRENCH—ATTENTION!

Teachers, urge your students to listen to the French Pronunciation Course given by Professor Henri de Savoye, of the Department of Modern Languages, and broadcast from the University station, C K U A, and "The Voice of the Prairie" station, C F C N, Calgary.

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Organization Bulletin No. 4

Pensions for Teachers

Here are some stimulating questions showing diverse viewpoints and reflecting both sympathy and antipathy towards the case of Teachers' Pensions:

1. Pensions for Teachers! Why not pensions for hired men?
2. What classes of workers should be pensioned?
3. What does the state gain by providing money for Teachers' Pensions?
4. Has a teacher any more right to a pension than lawyer, merchant, or farmer?

Education Not a Field for Investment

The first question admits of several answers. In the first place teachers are a homogeneous body under the supervision of a central body, the Department of Education, which has all their names, locations and records of service; whereas the hired men are the reverse of homogeneous, are under no central supervision and could not be brought under any effective system of registration or record.

In the second place teachers are willing to pay regularly a percentage of their salaries towards a pension fund; there is no evidence of such willingness among hired men.

In the third place the teachers have an organization and a plan, with which the State can get down to business; the hired men have not.

But these are superficial questions of practicability. The fundamental difference lies deeper. Let us concede the possibility that a good teacher and a good hired man can both, in ten years, accumulate a bank balance of \$1000. During those ten years the teacher has acquired experience and skill in handling a school, while the hired man has acquired experience and skill in handling stock and machinery and in cultivating land. Is there any field, now, in which the teacher can invest his \$1000 and his acquired skill? Can he buy a school and build it up into an estate for his family? Not in this land of state-provided education! Now consider the good hired man. He can, and very often does, invest his \$1000 right in the very field for which his ten years of toil have best fitted him. His experience and his capital reinforce each other in carrying him forward to his life's work—the provision of a home, a living and a possible occupation for his family. The difference in opportunity between the good teacher and the good hired man is therefore—perhaps to your surprise—much in favor of the latter.

Opportunity Versus Pension

The above simple comparison carries us directly to the answer of our second question. In an individualist system such as ours, with a few services controlled and paid for socially, the available occupations may be divided roughly into two classes. The larger class consists of those in which a man can freely extend the magnitude and earnings of his operations as opportunity occurs; such are farmers, doctors, lawyers and merchants. The smaller class consists of those who must confine their labors to the sphere in which society requires them to function. They can only move into a wider sphere and enlarge their opera-

tions when somebody vacates a higher job. Their experience, which is of the greatest value to the state, cannot be exploited for their own benefit. Within their occupational field they cannot buy advancement or build up an estate—to do so would be "GRAFT." They can only keep efficient and wait for somebody to die. To this class belong civil servants, soldiers, police, clergymen, judges and teachers. The public demands, for service in these occupations, intelligence, habitual sobriety and honesty and (in the last three at least) a high standard of education and intellectual power. But in spite of these qualifications the public servant must make some very serious renunciations:

1. As already observed, he must give up the hope of using experience plus savings to build up an estate. If he wants to "get ahead" in middle life he must either throw up his job and put his money into an unfamiliar (and therefore very risky) line of business, or dabble in a side occupation which inevitably draws his interests away from the main job, or pursue a jumpy and frequently disastrous course of operation in stock and oil markets, etc.

2. He must face the fact that he cannot give his children anything more than a modest education. There will be no farm for his eldest son. He will not be able to make his boy a partner in the firm (since there can be no firm). There will be no prospect of starting a branch store for the younger son to look after, or of launching a new lady-wear department with daughter in charge. His children will just have to scratch for a foothold.

3. It follows from these renunciations that the public servant cannot turn his life-work into the support of his old age. A good farmer, a good lawyer, and a good merchant do not have to get out when they reach the sixties; they may devolve their more arduous duties upon the junior and hired help, still preserving for themselves a monetary interest adequate for old age. A good teacher, after 40 or 45 years in the exacting task of controlling, spurring and guiding young humanity, is either past work or rapidly exhausting his vitality. It only remains for him to get out. He cannot retain a partnership, or keep his firm in the family, or hire labor to make his living for him. He is THROUGH! Of his life's work nothing remains to him, but everything to the state. He is thrown entirely upon his savings, that is to say, upon his renounced comforts, cultures and pleasures.

At the risk of laboring the point, let us compare his plight with that of the good farmer. The latter clears and breaks a ten-acre patch when he is 35; the patch is still there as lucrative cropland when he is 65. He builds a new barn (combining savings with skill) when he is 35. It is still there as productive equipment when he is 65. He develops a herd out of small beginnings—the herd does not vanish automatically when he is 65. Throughout life, by the combined use of his experience, skill and savings, he is building a warm, well-provided refuge for his old age. The teacher has to rely entirely upon his

savings—his skill and experience must remain unexploited, except by the public.

In thus dwelling upon the renunciations made by a public servant, we have answered Question 4.

State Benefits By Pensions

The provision of Teachers' Pensions secures to the state so many benefits that anything more than a bald enumeration of a few of them would be impossible here. Such provision would ensure:

- (a) Undivided service by the teachers no longer driven to seek extraneous fields for investment of savings or augmentation of income.
- (b) Retention of teacher service which has reached full efficiency.
- (c) Retirement of teachers when their efficiency is declining.
- (d) Conditions favorable to the raising of families by people who, as a group, are of good physical and decidedly superior mental endowment.
- (e) Great reduction in desertions from the teaching body, and a saving in teacher-training costs which would go far towards paying the State share of a Pensions' Fund.

These are all important considerations. More important than any of them, however is this: that only through the agency of spiritually adult men and women can spiritual values be cherished and enhanced in the schools. If anyone is tempted to smile derisively at the mention of spiritual value, let him cast an eye over the results of spiritual bankruptcy evidenced in municipal politics, racketeering, kidnapping, gang immunity, rum-running and bootlegging, the ex-service men's pensions' monstrosity, and other phenomena on this continent, from which we are hardly defended by our Southern boundary. Lack of scruple and dollar-opportunism are the parents of these filthy social offsprings. So long as teachers are forced by insecurity of livelihood to bury scruples and to snatch at dollars, they will be ill-fitted to cope with the menace. Only when the bulk of the State's teachers are endued with a mature social philosophy and leaving the impress of it upon the whole juvenile population—only then shall we be safeguarded from the moral gangrene which is threatening North America. If the State is content to entrust that great responsibility to teachers who are "in for a year or two," to teachers who "come in out of the rain," to teachers whose hearts are (like their treasure) elsewhere, the State is being badly misguided.

That a Teachers' Pension provision would immediately or completely staff our schools with mature and devoted social philosophers, no one will attempt to claim. On the other hand, it cannot be denied that a Pensions' Scheme would immediately and progressively increase the number of those whose whole heart is in the work, whose view is the long view of national welfare and whose love of children is rooted in a wise, experienced knowledge of the human soul.

FOURTH YEAR MATHEMATICS

About a year ago the Minister of Education announced that, beginning with the school year 1933-34, the number of mathematical units required for senior matriculation would be reduced from three to two. During July several meetings of the teachers of mathematics, called by the A.T.A., were held for the purpose of crystallizing their views as to the method by which the reduction of units was to be accomplished. It was finally agreed to recommend to the Minister that Algebra 3 be modernized and strengthened and the other two, namely, Trigonometry and Geometry combined to make one unit. Along with this recommendation there was included a suggested revision of Algebra 3.

On receipt of this proposal the Minister arranged for a meeting of a joint committee representing the Alliance, the University and the Department of Education. This committee was composed of Messrs. D. L. Shortliffe, C. O. Hicks, H. G. Beacom, Dr. E. W. Sheldon, Dr. Alex. J. Cook and Mr. G. Fred McNally. When the committee met, the University representatives stated that after examining the proposed revision of the course in Algebra 3, they were prepared to accept this and the present course in Trigonometry as satisfying all the requirements of the University First Year Mathematics. It was agreed that Geometry 3 should continue as at present constituted as an optional unit for those desiring a broader course in Mathematics, but it would carry no University credit.

After considerable search "Elementary Algebra" Part II by Durell and Wright, an English text, was agreed upon as the basis for the new text in Algebra 3. The Alliance appointed Mr. Shortliffe and the University Dr. Sheldon, to make such adaptations of this book as might be necessary to have it meet all requirements. This work has been completed and the book in revised form is now being examined by as many teachers of Mathematics as can be reached in the time available.

In its revised form the book will consist of nine chapters. In addition, there will be revision exercises to the number of two hundred and sixty and a section containing answers. The book will run to slightly more than two hundred pages, approximately fifty pages less than the present book. The following are the chapter headings: I. Ratio and Proportion; Variation: II. Functions of the Variable: III. Limits and Gradients: IV. Differentiation: V. Integration: VI. Simple Series (including a section on annuities): VII. Permutations and Combinations: VIII. Binomial Theorem: IX. Empirical Formulae. In the revision the tendency has been to lighten and shorten the chapters which introduce new work and to re-write and lengthen those dealing with principles which have been a part of the course heretofore, (chaps. VI, VII & VIII).

Those who have seen the revised book feel that an excellent piece of work has been done by Messrs. Shortliffe and Sheldon and that the new book will be well within the capacity of Grade XII students. The Department has stated that in the event of its being required, a course on the new book will be offered at the next session of the Summer School.

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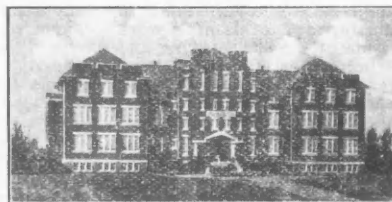
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GRAMMAR**Sentences**

Wm. Cameron, M.A.

How has it come about that English-speaking peoples have no better mental food to offer their children than this parody of science, this amazing concatenation of explanations which obscure, of definitions which confound, of statements which either state nothing or what is manifestly untrue? (Philosophy of Speech—Willis).

This query anent English grammar is worded in no uncertain terms and many other authorities could be quoted to the same effect. In consequence, culture might reasonably expect that when the grammar taught to children is termed a parody and untruthful, searching investigation would immediately follow to discover the causes of contradiction and error. But no! Apparently in Education exists a double authority—one which possesses knowledge in things of the mind, desires propagation of this knowledge but is prevented from doing so; the other, which does not possess such knowledge, has no wish to possess it, and having power, opposes the entry of any new ideas into scholastic affairs.

However, as under modern scientific thought methods, older theories lack a comprehensive and logical applicability, and since grammar may be taken as typical of the outworn and wasteful methods perpetuated from olden times in Educational work, it may be pertinent to discuss some of its illogical aberrations to indicate why the youthful mind finds it so difficult to understand, and why practical men, discarding its teachings, trust to common sense. At the same time, it is too much to expect that simple argument can have any effect on an institution to which tradition has been attached by an insoluble cement and which prevents its fanatical adherents deviating by a hairsbreadth from its narrow though very crooked paths.

Before entering upon a discussion of grammar, however, one must point out that it may be necessary to call upon the aid of knowledge gained in other fields of endeavor for understanding of the material used in study of the subject. To comprehend a thought fully, assistance may be sought from the physical world; to grasp the significance of a name, may necessitate an investigation into the nature of thought and the method of its production. But in doing so, the various fields must be carefully distinguished, so that overlapping of their activities may be avoided. It will then be observed that better understanding of grammar is an historical growth depending not upon the subject alone but also on the increasing enlightenment thrown upon it by related subjects. The whole process is a social development.

Like other special studies, grammar uses a terminology of its own, and begins with a series of definitions. However, the content of these terms have not been obtained from actual experience through a process of generalization, but by the pure metaphysical method, which creates an idea in the mind, and then declares, that reality in grammar must conform to this standard. Although many still cling to this antique form of

thought, the teaching of evolutionary philosophy has disclosed its many weaknesses and lack of correct reasoning methods. Grammar is based on this idealism, a quite sufficient excuse in itself for a modern thinker, like Willis, emphasizing its many deficiencies. Mental fallacies are difficult to eradicate. But sometime or other, a beginning must be made.

A sentence, says the text-book, is a statement of thought, or alternatively, a complete thought expressed in words. Now a sentence is a unit of which words are parts, nor can there be a sentence without words. A song without words there may be, "a light that never was" seen, but a sentence without words—never. For a sentence is words. Apparently "a statement of thought" and a "thought expressed in words" signify the same idea. "Statement" and "expressed in words" are redundant and unnecessary. Both can be omitted, leaving: "a sentence is a thought or a complete thought." A sentence then, is a thought, and conversely, a thought is a sentence. Thought and sentence are synonymous. Grammar says so; therefore it must be true. The law of classification states that a thing is defined by its genus plus the special characteristic that distinguishes one species from other related forms. Thus man is a talking animal. In grammar a sentence is defined as a thought. What a thought is, or the difference, if any, between a thought and a complete thought, grammar does not say. It assumes an early acquaintance with psychology on the part of teacher or pupil. If the pupil has not mastered the subject, then the teacher must needs explain the name fully—a most difficult operation where experience is lacking.

Stated physiologically, the definition would read: A sentence is a sound or a succession of related sounds or a series of visible or tangible symbols serving as a stimulus whereby a mental picture already existing in one brain is through certain sensory and cerebral excitations and associations formed in the brain of another. A sentence then, though closely related to thought, is not functionally a thought, but a means of thought communication. The primary work of a sentence is not thought expression but thought transference.

From another angle a sentence considered as a unit is made up of parts. These parts from a sentence viewpoint are called words, from a thought standpoint, names. As a mode of communication, a word is a partial means, as a thought significant, a name. From the mental side a sentence is the sum of a number of names; in fact is, in itself, a name—a phrasal name or a phrasal word depending upon the point of observation. A word is a thought name. But a name itself does not describe the thought. It is only a means of creating a mental picture from which alone details can be obtained. Grammatically then, a sentence is not a thought expression but a means of thought communication.

With frequent association between the name, the thought and the content of the thought, and constant contact with objective reality to compare the idea with its material cause, not only is the mental frequency omitted and forgotten, but the thought name is transferred to the external

form of which thought is a reflex. In practice, the procedure from an economic point of view is perfectly justified, but in grammar, which is the study, not of the transportation of ponderable things, but of the means of communication of mental things, the mode of transmission of thought itself must be the dominant object. External reality is not taken into account—only words—although the production of ideas from material forms is an essential study.

To understand the situation, one must know there are, for the purpose in view, three classes of existence: a physical or objective form, a psychical or subjective and a symbolic form, audible, visible or tangible. Each species while partaking of the nature of general existence, has its own particular quality distinguishing it from other related forms, and the special characteristic of the symbol form lies in its ability to transmit. In thought transference, the mental (which is derived from the physical) is transformed by the transmitter into symbols which again are changed by the receiver into a mental picture. Just as a commodity (without straining the analogy) is changed into money which again is converted into commodity form. The thought formed in the receiver's mind is not the same thought that existed in the sender's mind. A fair copy, it is true; but not the same. The original thought remains in its own environment; the secondary thought is but a reflection of the former but still a new thought, a something apparently created out of nothing.

Just too, as money, while not describing commodities, serves as a means of facilitating commodity exchange, so a sentence, while not describing thought, serves as a medium by which thoughts are transferred from one person to another. A sentence is not a statement of a thought any more than a telegraph wire is a description of the dispatched message. Both serve only as a means of communication—nothing more. A telegraph wire may be related to many other things: it may serve as a perch for birds; it may cause the wind to whistle: in fact, it may be something for everything it comes in contact with. But mentally, for purposes of special study, it is permissible temporarily to limit its relationship to one particular thing. So in grammar we discard all other connections and look upon words, not as names having a mental significance, but simply as bricks related to one another in such a manner as to serve as a structure for conveying thought in the clearest possible manner.

Grammar deals with words, their relationships or functions and the methods by which these relationships are indicated. It does not deal with names, the symbols of mental pictures. The distinction is rather difficult to grasp. For purpose of communication, wire loses its copper nature and becomes a telegraph wire. no matter whether wire is made of copper before it can become a communicating factor. So names, although having mental values, lose these values temporarily on becoming material for sentence structure and turn into words. Names and words are two species of the same genus. Unfortunately language does not possess a separate genus word under which both may be classified. As a consequence confusion is bound to arise when word and name are

used to signify both the abstract and concrete without discrimination. Not mental pictures, not physical objects, form the grammatical field, but simply words—their order, their functions and modes of indicating their relations. It is most important for an intelligent study of grammar, that this limitation be fully understood.

To comprehend sentence structure, an appeal must be made to psychology for understanding of brain processes. This science shows how the brain uses material to produce thoughts and how it utilizes abstractions once they have been formed. The procedure briefly consists in inductively forming concepts and deductively breaking up these units into parts which themselves can be infinitely subdivided. The process is in general a classification of thought into genus, species, etc. Structurally, sentences follow the same course. A genus word is taken and classified into a particular species. The boy moves. The genus, boy, is here classified in the species, "moving boy." "Moves" is simply a species or classifying word. The construction of all sentences, simple or otherwise, follows the same method. If boy is the subject or the word to be classified then the predicate consisting of the remainder of the sentence is the classifying word.

Functionally, the sentence, and the sum total of sentences which constitute language, serves as a method of thought communication; structurally, it follows the method of thought production and uses its material in such a way as to classify words into genus, species, and thus aids in making the secondary image clear and definite and as nearly alike the original as possible.

Much might be said about the mental conditions under which communication of thought is possible. But as this is part and parcel of the daily life of a teacher and as a copious literature on the matter already exists, mention is merely made of the fact that a new idea can only spring up and develop in a field where all the necessities for growth already exist. Sometimes when the environment is otherwise potentially fertile, mental disease in the form of inertia and opposition to evolutionary effects produce a blight that transforms the spiritual field into a barren desert. This is particularly noticeable in that part of the spiritual termed the Educational where things once useful, now grown up, flowered, seeded, withered, decayed, are looked upon as still serviceable for social needs. The mental blight, a check to progress, encourages only the introduction of ready-made ideas that have been tried, tested and found worthy under totally different conditions but are now of little value. Grammar is one of these and typical of other traditional studies.

GEO. H. VAN ALLEN, K.C.

Barrister and Solicitor

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Local News

BIG VALLEY

A meeting, held on November 15th, was called to order by Mr. L. G. Hall, who acted as chairman for the evening. Mr. Ernest Frost recorded the minutes. The first business was to elect an executive. After some discussion the following officers were chosen: President, Miss Dorothy Burnstad; Vice President, Mr. L. G. Hall; Secretary-Treasurer, Miss V. Lundgren; Representative to the Central Council, Miss M. Brown; Press Correspondent, Miss Bessie Welsh.

The question of fees was brought up, but left for a later meeting as the attendance was not large, due to coldness of the weather. On motion of the members it was decided that meetings should be held on the second Wednesday of each month. The question of holding an Alberta School Week was discussed and a motion in favor of this carried. The arrangements for this programme are to be announced at an early date. It was decided that the "Baker Bill" and the "Aims of the A.T.A." should be the subjects for discussion at the next regular meeting of the local.

At the close of the business meeting a dainty lunch was served.

BULWARK

Teachers in the vicinity of Bulwark met together during the Convention at Castor and made plans for a Local Alliance in their district. The Executive is as follows: President, Miss J. Gue; Secretary-Treasurer, Miss H. Aspden.

CASTOR

During the Convention at Castor the teachers of that district met and organized a Local Alliance. The Executive, *Pro tem* is as follows: President Geo. Clarke; Secretary-Treasurer, Miss G. Hood.

CONSORT

The teachers of Consort met during the Convention at Castor and formed a Local Alliance under the following Executive: President, R. R. Annett; Secretary-Treasurer, R. B. Easterbrook. Teachers of the district are invited to get in touch with the Secretary.

COLEMAN

The regular meeting of the Coleman Local took place on November 15th, with all members present and President Bessie L. Dunlop in the chair. A letter from Head Office—in reply to one sent by the Coleman Local—was read, explaining why it was impossible to furnish Teachers' Helps for High School subjects in *The A. T. A. Magazine*. Suggestions were made which might help to overcome this difficulty.

Mr. W. J. Cousins then gave a very interesting and helpful talk on "The Treatment of Small Wounds"—the first of a series of talks on "First Aid."

The main discussion of the day was on "Peace." to begin, Miss O. C. Hole gave the terms of the Treaty of Versailles; Miss Haysom followed with the story of the organization of the League of Nations; Mr. Spillers discussed the first attempts of The League; Miss Dunlop explained its main

accomplishments; Miss Jones spoke on the Naval Conference; and, finally, Mr. Cousins gave enlightening material on the Lausanne Conference. The members then dismissed, all with a better understanding and appreciation of the progress of international peace.

The next meeting will be held on December 13th.

EDGERTON

In Edgerton School House on October 15th, the teachers of the district organized the first Local Edgerton has known. The Executive elected are: President, M. D. Meade; Vice President, R. Morrison; Secretary-Treasurer, Miss R. Gullely; Press Representative, Miss M. Peck. Arrangements were made for the next meeting, one month hence, after which the members of the Edgerton Staff will be hosts at tea and badminton.

EDSON

The Edson branch of the A.T.A. held an organization meeting early in September at which the following officers were elected for the ensuing year: President, R. A. Peterson; Vice President, Miss E. Cruttenden; Secretary-Treasurer, Miss M. E. Rogers. The Edson Local invites any teachers from neighbouring school districts who are interested in attending any of its meetings this winter, to get in touch with the Secretary.

FORT SASKATCHEWAN

On October 18th, a meeting was held in Fort Saskatchewan of teachers from the town and surrounding district.

After some discussion on the advisability of forming a local of the Alberta Teachers' Alliance it was decided to go ahead with the work. An election of officers resulted as follows: President, Mr. W. E. Griffin of Josephburg; Vice President, Miss F. Fleming of Fort Saskatchewan; Secretary, Miss E. White of Fort Saskatchewan; Press Representative, E. H. Anderson of Fort Saskatchewan.

The second meeting of the Fort Saskatchewan Local was held at "The Fort" school on November 15th. Members from the country were out in force. The President, Mr. Griffin occupied the chair while Mr. Lambly of Partridge Hill School District gave a short talk on "Pension Schemes". A lively discussion followed. On Mr. Griffin's invitation it was decided to meet again at Josephburg School at 7:30 p.m. on Tuesday, December 6th.

All teachers around the "Fort" able to attend are cordially invited to do so.

GRANDE PRAIRIE

Teachers of Grande Prairie and immediate surrounding district met in the High School on Friday, October 28th to elect officers for the current year for the Local A.T.A. The following were appointed: President, Claude E. Cavett; Vice President, E. MacLachlin; Secretary-Treasurer, Geo. W. T. Grover; Executive Committee: P. Alt, J. Steele-Smith, M. Fowler, Mrs. E. A. Storm, Miss J. Hornich; Press Correspondent, Miss C. M. Wilson. It was decided to meet the first Saturday of each month at 2 p.m. in Grande Prairie High School. At the December meeting Mr. Cavett will initiate a discussion.

GRANDE PRAIRIE DISTRICT ASSOCIATION

A District Association covering the Grande Prairie Inspectorate South of The Peace was formed recently. Election of Officers and drafting of by-laws occupied the business session. The Executive is as follows: President, J. Steele-Smith, Grande Prairie; Vice President, Mrs. D. McBain, Beaverlodge; Secretary-Treasurer, Mr. W. S. Waddell, Sexsmith; Executive Committee: Miss J. M. Huston, Hythe; Mr. W. D. Cutsungavich, Rycroft; Mr. P. Alt, Clairmont.

Following the disposal of items of business Mr. T. W. Lawlor Chairman of the Grande Prairie School Board gave a talk on his trip down the Mediterranean and a description of life at Alexandria, Cairo and various native towns. Inspector D. J. W. Oke spoke on "What We Look For"—a talk from the Inspector's point of view on his visits to schools. An interesting discussion on the subject of "The Proctor System" was introduced by Mr. C. E. Cavett.

In the evening a very enjoyable banquet was held and a varied programme of addresses, music and entertainment features was given. Following a toast to the King Mr. J. Steele-Smith gave an address on Education and the purpose of the Alberta Teachers' Alliance. Magistrate Galway spoke on "Juvenile Delinquency," following which Father Cunningham proposed a toast to "The Teaching Profession," replied to by Miss H. J. Saunders. Mr. W. D. Cutsungavich proposed a toast to the Alberta Teachers' Alliance; "To the Ladies" by Phillip Alt; "Our Guests" proposed by Claude E. Cavett and replied to by Dr. B. Barnett of Spirit River. Rev. Nelson Chappel and Rev. E. Jackson spoke briefly.

The following programme was interspersed among the speeches and toasts:

Vocal solo by Mrs. A. E. Galway, "The Rosary," sung in French. For an encore Mrs. Galway sang that old favorite, "Danny Boy." She was excellent in both numbers.

The Misses E. Hillman and D. Tanner made a big hit in their tap dances. F. J. Lockyer, who was in splendid voice, sang the following songs: "A Dream" (Bartlett), "God Touched the Rose" (Mary Helen Brown), "For You Alone," "Duna" (McGill).

Mr. Lockyer also gave a couple of selections on his one-string fiddle, on which he is an artist: "The World is Waiting for the Sunrise" and "Boy of Mine" (Ball).

H. L. Vaughan accompanied the singers at the piano.

Inspector D. J. W. Oke gave a humorous selection, in which he was capital.

The District Association will meet again at Hythe on Good Friday and will be looked forward to by all those present as a very welcome event.

McLAUGHLIN

Nine teachers of schools in the Merton Municipality met in Bruce's Cafe, McLaughlin, on October 15th for the purpose of organizing a Local Teachers' Alliance. The following officers were elected for the coming year: President, M. Merlin Moncrieff; Vice President, Miss E. G. Morrow; Secretary-Treasurer, Miss K. Broughton; Press Correspondent, Miss J. Mills.

The second meeting was held in McLaughlin on November 12th, with only six members present, owing to weather conditions. School problems were discussed, and two very interesting papers were given: "Journey Geography in Grades 3 and 4" by Mr. Moncrieff, and "Teaching Art in Elementary Grades" by Miss K. Broughton.

It is our desire to include as many teachers of the district as possible in our Local, and we feel sure that the meetings will prove both interesting and helpful to all. A cordial invitation is extended to all teachers in the Merton Municipality to join the "Merton Local A.T.A."

SPIRIT RIVER

The formation of a Local Alliance at Spirit River is noted. The Executive are as follows: President, W. D. Cutsungavich, Rycroft; Vice President, Miss E. C. Dobell, Rycroft; Secretary-Treasurer, R. B. Hemphill, Silverwood; Press Representative, Miss K. F. McConkey, Spirit River.

SMOKY LAKE

A meeting of the Smoky Lake Local, called by the Executive, was held on Saturday, October 29th at Smoky Lake. Although there were not as many teachers present as were expected, the business of electing a new Executive and the preparation for the coming year was effectively undertaken. The following take office as the new Executive: Honorary President, Mr. I. Goresky, M.L.A.; President, Mr. M. Ponich; Secretary-Treasurer, Miss Helen Malanchuk; Press Representative, E. Maloney.

It is intended that a vigorous effort be made to increase the list of members of this local. The new Executive received the unanimous and hearty endorsement of those present. It is hoped that meetings will be held once a month.

VILNA - BELLIS

On September 24th, 1932, the teachers of Vilna and vicinity met at the home of Mr. and Mrs. Stewart at Vilna for the purpose of organizing an A.T.A. Local. Eleven teachers were present. Mr. H. Kostash, District Representative on the Provincial Executive addressed the meeting on the value of forming a Local. The following officers were elected: Honorary President, Inspector J. L. Gibault; President, Mr. S. W. Hawreliak; Vice President, Mr. J. O'Connor; Secretary-Treasurer, Miss A. M. Odynski; Social Committee, Mr. G. Hawreliak, Mrs. P. Lazarovich, Miss E. Radnyk, Miss N. Batiuk; Press Representatives, Mr. E. Kiriak and Mr. J. Decore. Two Representatives, Mr. S. W. Hawreliak and Miss A. M. Odynski, were appointed to attend the meeting of the Redwater-Spedden District Local.

After the meeting Mr. and Mrs. Stewart entertained the teachers.

The Vilna Local met on October 22nd at the home of Mr. and Mrs. W. Hawreliak at Wasel. Twelve teachers were present. It was decided that the Local be called the Vilna-Bellis Local—named so for the purpose of uniting the teachers in one strong Local. Plans were made for holding an Armistice Dance at Vilna on November 11th. After the meeting Mr. and Mrs. Hawreliak entertained the guests at a Halloween party. The membership to date includes thirteen teachers.

The World Outside

Current Events' Committee

MISS ANNIE CAMPBELL

J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

THE WASHINGTON BICENTENNIAL

In the United States the year 1932 has been one of unusual presidential interest. Celebrations commenced on February 22nd in honor of their first president. These continued until Thanksgiving Day, November 24th.

Presidents may come and presidents may go, but two seem destined to hold the premier positions in the affections of their countrymen. Just as the first place will forever be held by the soldier statesman whose great contribution was the liberation of his country and the establishment of the Republic, so the second position will forever remain with the other great figure, who amid the throes of civil war maintained the unity of that Republic.

Washington, unlike those great military figures of history Alexander and Napoleon, was not born with any irrepressible urge to seek fame in military exploits. True, he achieved considerable military success at an early age when he successfully salvaged the remnants of Braddock's army after their repulse at Fort Duquesne, but he soon afterwards fell heir to the family estate and it was not until his early forties that he again heard the call. Meantime, he had won distinction as a country gentleman of solid worth, so much so that in competition with more brilliant contemporaries, the nation entrusted to him its destiny. This trust he accepted only that he might serve his country.

The events which followed had far reaching consequences. To Canada it meant the coming of the U. E. Loyalists who were to make valuable contributions to her political evolution. For Great Britain it was the death blow to the final bid for autocratic rule and it brought into being a new colonial policy providing for a freer economic and political development. This reached fruition in the provisions of the Westminster Act and the Ottawa Conference. Nowhere did the American Revolution exert greater influence on the contemporary thought of Europe than on the temperamental Frenchmen who saw in Washington an ideal liberator. There is no doubt that his accomplishments hastened the day of the French Republic with its watchwords "Liberty, Equality and Fraternity"—ideals of the coming century.

THE U.S. ELECTION

In the midst of paying homage to past greatness the Americans were faced with the task of selecting a new chief executive. While a second term of office is frequently accorded to the president, the opposition believed that existing conditions justified a change. The campaign was fought almost entirely upon domestic issues as these appeared to present a better fighting ground. These issues and the respective attitude toward them of the Republican and Democratic candidates for presidential honors may be briefly summarized as follows:

1. The Depression.

While President Hoover disclaimed that the depression had either originated or had been materially aggravated by conditions in the United States, Governor Roosevelt maintained that the United States had caused the world depression to increase from twenty to seventy-five per cent—the Howley-Smoot Tariff Bill being largely accountable for this.

2. National Economy.

Both candidates pledged themselves to economy in government administration, although the best that could be accomplished from the scope of this retrenchment would not exceed more than eight per cent. of the proposed budget expenditures of \$4,113,000,000.00.

3. Prohibition.

This did not figure as prominently in the election as had been expected. While both candidates expressed themselves as dissatisfied with existing conditions and while both would safeguard the interests of the dry states, President Hoover would place the responsibility for preventing the return of the saloon upon the Federal Government; Mr. Roosevelt would place this responsibility upon the State Legislature. In addition, Mr. Roosevelt favored an immediate modification of the Volstead Act to legalize the manufacture and sale of beer and other beverages of such alcoholic content as is permissible under the constitution.

4. The Tariff.

The Republican party stood firm on the protective tariff policy. The Democratic party favored a competitive tariff for revenue. This would mean lower tariff rates and would facilitate the negotiation of reciprocal agreements with other nations by making it possible to offer them concessions.

5. Farm Relief.

Both parties agreed upon the desirability of co-operative marketing, upon more scientific land utilization and upon the Federal Government's responsibility for modifying mortgage regulations to harmonize them with present day needs. They differed only in their method of procedure for securing these ends.

6. Unemployment.

Both candidates agreed that for the present responsibility for relief rests upon local rather than upon national authorities and that some form of state unemployment insurance should be devised.

7. Soldiers' Bonus.

While both parties were opposed to immediate payment, President Hoover's objection was based both on the present financial position of the country and on the fact that veteran certificates do not mature until 1945. Mr. Roosevelt opposed it on the first mentioned cause.

8. Railways.

Both parties favored consolidation of existing railway properties and of such competing agencies as motor trucks, etc.

9. War Debts.

Although this question did not figure prominently in the election other than that both candidates expressed themselves as opposed to cancellation, it now seems likely to assume the proportions of a major issue at the December session of Congress. Already, the European countries, lead by Great Britain and France, have presented their request for a reconsideration of the war debt problem. The importance which President Hoover attaches to this request is shown by his invitation to Mr. Roosevelt to come to Washington for a consultation. The invitation has been accepted and the outcome will be awaited with much interest.

The Result

The result of the election had been anticipated. One of the earliest indications of the coming change was the election of a Democratic Governor in the State of Maine. This, while disconcerting to the Republicans was very encouraging to the Democrats, expressing itself in the campaign slogan "As Maine goes, so goes the country." Another indication of the temper of the people was the over-throw of the LaFollette regime in Wisconsin. The Republicans were no doubt at a great disadvantage. In 1928 they had taken full credit for the existing prosperity and guaranteed, if elected, to maintain it—a guarantee which the long continued depression had completely discounted. The result was that the Democrats were given as unmistakable a mandate as Great Britain gave to her National Government.

With good working majorities in both Houses, Roosevelt is in a much better position to carry through his policies than was the case of his Democratic predecessor President Wilson.

While of primary importance to the United States the change of Government is of interest to Canada because of the modification that may result in the American tariff policy. Another question also presents itself. Will the change have the same effect upon the proposed St. Lawrence project that the change to a Conservative government in Canada in 1911 had upon the proposed reciprocity relationships? The election was of world wide interest owing to the effect it might have upon America's co-operation on the questions of debt revision, disarmament and the holding of a World Economic Conference.

THE RECENT GERMAN ELECTION

On November 6th Germany had her fifth general election in 1932. This was made necessary because the Reichstag summoned after the last election in July was dissolved by the Chancellor after a very brief duration. The cause for the dissolution was an overwhelming vote of lack of confidence in the von Papen administration which was introduced by the Communist leader. The

Chancellor claimed that the procedure in taking the vote was unconstitutional and exercised his prerogative to dissolve the House.

The legality of the procedure was questionable although both parties could cite the constitution in support of their action. The determining factors of the situation were, however, that the German President supported the stand of his Chancellor who had also the effective control of the army and the police and the Reichstag remained dissolved. At the same time it was announced that another election would be held on November 6th.

The November election was no more successful in securing a majority party. Its chief interest lay in the pronounced set back to the Nazis—their representation being reduced by thirty-five. This was not altogether unexpected since it had been forecasted for the following reasons:

1. The difficulty of maintaining so large and varied an organization up to full strength when their promised objective seemed to be constantly eluding them.

2. The loss of financial support from the industrialists who had been offered better terms by the Chancellor.

3. The Lausanne settlement in which was realized some of the objectives of Hitler's foreign policy.

4. The firm stand taken by the Government's representatives at the Disarmament Conference in formally withdrawing until their request for equality of treatment should be conceded.

5. President von Hindenburg's proclamation authorizing the foundation of "A national institution for the physical training of youth" aiming at making somewhat the same appeal to the German youth as Hitler's "Brown Shirts."

In these ways attempts were made to undermine Hitler's position and the recent election would indicate its effectiveness. The Nazis losses apparently went chiefly to the extreme parties the Communists gained eleven additional members while the Nationalists gained fourteen.

At the time of writing the situation has been still further complicated by the acceptance by President von Hindenburg of Chancellor von Papen's resignation. Although a successor has not yet been appointed the name of Dr. Heinrich Schnee, Germany's representative on the Lytton Commission is being mentioned in connection with the position.

It has been suggested as a possible remedy that the Government should be administered by a non partisan Presidential Cabinet. It is believed that President von Hindenburg is favorably disposed to such a solution.

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Teachers to the Fore!

Left: Alderman C. L. Gibbs, M.L.A., Technical School Edmonton, Re-elected Alderman at Head of the Poll.

Right: Alderman H. D. Ainlay, B.A., Garneau High School, Edmonton, Past President A.T.A.



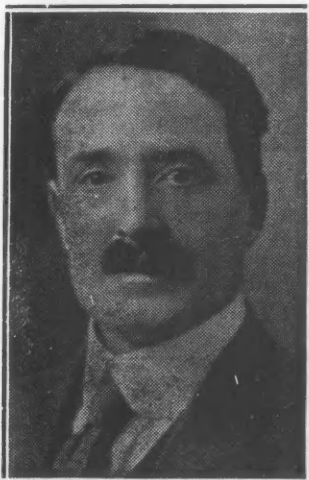
J. Goresky, M.A., M.L.A.,
Principal Smoky Lake School.



Peter Miskew, M.A., M.L.A.



C. A. Ronning, B.Sc., M.L.A.,
Principal Lutheran College,
Camrose.



Joe H. Ross, Principal Technical High School
Calgary, Re-elected Alderman.



Left: T. B. Riley, Technical High School, Cal-
gary, Elected City Commissioner.

Right: Alderman M. J. Coldwell, Secretary-
Treasurer Canadian Teachers' Federation,
Principal Public School, Regina, Leader
Labor Party of Saskatchewan.



Commissioner T. B. Riley

TEACHER VICTOR IN CALGARY MUNICIPAL ELECTIONS

Evidently the citizens of Calgary determined to go one better than Edmonton who have re-elected (well at the head of the Poll) Ald. C. Lionel Gibbs, M.L.A. of the Edmonton Technical School Staff. A Technical School Teacher of Calgary—Mr. T. B. Riley—had been nominated by the Labor Party as their standard bearer for the office of City Commissioner in opposition to Commissioner Graves who had been continuously in office for many years. Calgary did its “durndest” and succeeded in making Edmonton take a back seat.

Commissioner Riley is a Lancashire laddie, machinist by trade, a conservative by temperament, but hard experience and study transformed him into a Radical by conviction. He is no novice to public office and service, being well seasoned in executive experience in Trades Unions, Labor Party, and School Board, in his adopted city of Calgary, since 1903. He was for years looked upon as a “fixture” in School Board affairs, serving for several years as Chairman. It was his intention to quit public life and, a few years ago, he was appointed to the Calgary Technical High School Staff as Metal Instructor; but duty called and he responded reluctantly to contest public office once more.

Commissioner Riley credits his election to the universal growing sense of dissatisfaction with the unequal opportunities afforded by the present economic system, coupled with the sense of injustice caused by discriminatory wage and salary cuts (teachers especially) and the feeling of community of interest between the Labor Party and the unemployed. We add one other credit, not mentioned by him—an amiable personality, permeated by sound judgment, sympathy and strong conviction: in all, one who can be trusted to think deeply and act fearlessly. He expressed himself to *The A.T.A. Magazine* Representative as being deeply touched by the expressions of confidence and many tokens of satisfaction received from numerous colleagues on the Calgary Teaching staff. Evidently his years of service on the School Board have been well remembered.



Chester A. Ronning, B.Sc., M.L.A.

VICTOR IN RECENT CAMROSE BYE-ELECTION

It has been the lot of few teachers or of public men to have the varied and wide experience and cram such into a comparatively few years, as Chester A. Ronning who succeeds the late Hon. Vernor W. Smith as member in the Provincial Legislature for Camrose. Those acquainted with Chester Ronning, irrespective of party political affiliations, feel disposed to congratulate the electors of the Camrose Constituency on their choice of a representative.

Son of a Missionary, born in China in 1894; school boy, first in Iowa then in Alberta; home-steader; student for two years in the University of Alberta; graduate of Camrose Normal School (1917); Cadet in the Royal Air Force (1918); his education was as varied as one could well conceive to produce a versatile and open-minded product. Immediately upon entering active service as a teacher in 1918, his first school being the Queen Alexandra School, Edmonton, Mr. Ronning flung himself into the A.T.A. work and was a most aggressive and successful Secretary-treasurer of the Edmonton Public School Local. He served two more years on the Edmonton Public School Staff in the Henry Allen Gray School, being one of the stalwarts during the “rip-roaring” early days of A.T.A. history. He then decided to prepare himself more thoroughly for missionary work in China: first he completed his B.Sc degree after two years in the School of Education, University of Minnesota, then after one year in Peiping familiarizing himself again with the Chinese language, he took up work in 1923 in his own “home school” connected with the mission at Fancheng in the heart of China, remaining there until compelled to leave on account of the patriotic national uprising. Returning to Canada in 1927 he was appointed to the principalship of the Lutheran College, Camrose in which position he has remained ever since.

Mr. Ronning has distinction as being one of the “old originals” of the farmer organization movement having taken a prominent part in the formation of the first local of the U.F.A. at Grande Prairie, in 1913, immediately after his arrival

there with his father and brothers by way of the old Edison Trail.

Teachers one and all, wish our colleague "Bon Voyage" on his departure for fields anew. Organization and public welfare are more than a hobby to him—they are part and parcel of his faith. We rejoice not only because one more of our own has won public recognition and distinction, but because yet another who understands fully our problems, ideals and aspirations is elevated to a position of advantage to deal with misconceptions if not actual opposition where such are obviously due more than anything else to lack of information and lack of personal touch.

HIGH SCHOOL TEACHERS' CONVENTION CENTRAL CHURCH, CALGARY, November 9-10, 1932

Address by E. K. Broadus, M.A., Ph.D.

Of all the sessions at the above convention probably the most inspiring and helpful, from the teachers' standpoint, was the address of Dr. Broadus, on "Shakespeare," with special reference to the plays on this year's course of study.

For an hour or more Dr. Broadus gripped the attention of his audience by: (1) his intense love for his subject; (2) the charm and felicity of his expression; (3) the magic of his scholarship; and (4) the very sincere note of his sympathetic support of all those who, like himself, are engaged in the work of bringing the young life of today under the magnetic influence and culture of the greatest of all English writers. It was not "The ghost of Caesar appearing unto Brutus", but it was as though, for the time being, Shakespeare lived again.

Dr. Broadus commenced by saying that when asked by Mr. J. A. Smith, the Inspector of High Schools, to give such an address, he faced himself with two questions. First "What books of reference on Shakespeare should he recommend?" and second, "How should those books be used?"

The speaker pointed out that the number of publications dealing with the works and life of Shakespeare are legion, but of them all he would strongly commend the study of a few recent publications, as providing the best assistance to the teachers, whose purpose is to make the study of a Shakespearean play, not a perfunctory high school task, but a delightful recreation. The following were especially suggested: *The Variorum Edition of Shakespeare*, Lippincott Pub. Co., Phila-

delphia, Ed. H. H. Furness. *Life of Shakespeare*, MacMillan Pub. Co., Ed. Sir Sidney Lee. *Life of Shakespeare*, Clarendon Press, Ed. E. K. Chambers. *The Essential Shakespeare*, Camb. Univ. Press, Ed. J. Dover Wilson. Each publication referred to was discussed in some detail by the speaker to show its own distinctive value in the sum total of Shakespearean helps.

In answering the second question, Dr. Broadus suggested that the teacher must first feel within himself that keenness of delight which may be experienced from the study of any of Shakespeare's plays, before he can hope to arouse a similar delight in and love for these same in the minds of his students. He also strongly urged that he try to forget, to a large extent, the "bogey" of the annual examination, with its resultant effect upon the method of teaching, and to grow out into the larger atmosphere, where men and women of all times and climes pass and repass, revealing to us, as in a glass, the virtues and vices, the strengths and weaknesses, the wisdoms and follies of the whole human family.

In all the address there was revealed a greatness of vision, a meticulous analysis of the teacher's purpose and an earnest desire that the student of today should obtain something from his study of Shakespeare which, long after his Board of Education diploma had been lost and forgotten, would form an integral part of his very being.

For more than an hour the teachers present were lifted out of the humdrum cares of the classroom and hall, and forgot the petty worries and annoyances peculiar to the profession. Warm indeed was their expression of appreciation to Dr. Broadus for the new vision he had given them, and the new hope he had inspired within them.

TABLE OF CONTENTS

	Page
The Maverick, H. R. Leaver, M.A.	1
Teachers of French, Attention!	2
Organization Bulletin No. 4	3
Fourth Year Mathematics	4
Grammar-Sentences, Wm. Cameron, M.A.	5
Local News	7
The World Outside	9
Teachers to the Fore	11
High School Teachers' Convention, Calgary	13
Editorial	14
The Camrose Normal School Alumni Association Reunion	15
Marginalia—Dr. C. Sansom	16
Special Holiday Rates	17
Our Teachers' Helps Department	18
Trustees' Section	25



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The A.T.A. Magazine

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Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month



PROVINCIAL EXECUTIVE, 1932-1933

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The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton

SUBSCRIPTION:	Members of A.T.A.	-	\$1.00 per annum
	Non-Members	-	\$1.50 per annum
	Members of the A.S.T.A.	-	\$1.00 per annum

Vol. XIII EDMONTON, DECEMBER, 1932 No. 4

Editorial

A BACKHANDED WELCOME

THE Chairman of a town school board, when welcoming the teachers in his own school at a recent convention called by the Department, went out of his way to give his guests a rather backhanded welcome. He suggested that these "teachers' conventions" were purely the concern of the teachers themselves and, in the opinion of his School Board, they should not be held except during the teachers' own time. Furthermore, he went out of his way, seemingly, to take a "crack" at the A.T.A. He had no use for third parties interfering when business concerning the school board and its teachers was being thrashed out. Teachers should not urge *technicalities* in support of their case, particularly in so far as contracts were concerned. School board members were generally decent fair-minded people and talking over things would settle most difficulties without calling in "outsiders." Incidentally, he suggested no remedy in case the "talking over things" got nowhere. Presumably, his hearers were to understand that, if the school board did not concede the teacher's point or compromise in any way, the teacher should simply abandon his position.

WE HAVE no desire whatsoever to lecture the worthy Chairman on the subject "Host to Guests," but surely it is not out of place to suggest that one might excuse a rough illiterate person performing the "honours" for unknowingly overstepping the barriers of "nicety." However, this alibi cannot be admitted in this particular case, for the speaker is a man of education, a barrister of long experience and, we presume, fully conversant with those things which are just "not done" in polite everyday circles whether public or private. Apart from the consideration of "manners" we wonder just how any teacher with presumption and impertinence enough to run the just risk of being the subject of ridicule and contumely would fare before a gathering, say of the Bar Association, if he advised the assembly that the individual members of their society never invoke its aid; or, similarly, urge an assembly of doctors of medicine to forget about their professional organization when it is most needed to stand behind the individual—to say nothing with respect to Trustees and School Trustees' Association. If the teacher were granted a hearing at all when he entered upon a criticism of the professional organization in question, the speaker might reasonably expect to hear the subdued murmur: "What gall!" The teachers present at this particular gathering manifested a worthy sense of courtesy by listening attentively yet assuming a bland and impassive countenance during the recital of their Host's admonitions.

THE TEACHERS' conventions referred to by the Chairman are **not** technically (hateful word) teachers' conventions at all: they are Departmental Conventions for the purpose of "increasing the efficiency" of the teachers. (See General Regulations of the Department of Education, 1931 Nos. 27, 28, 29, 30.). True the teachers finance these assemblies by paying a convention fee and they pay their own expenses to and from the meeting. This is a mere technicality, however, but it is technicalities of this kind which "bring home the bacon." These conventions or institutes cost the school boards nothing additional—the teacher is entitled to a year's salary in a year, anyway—the Department pays the grant to the board for the days during which the teacher is so "increasing his teaching efficiency." It is just as reasonable to urge that the Inspector when he pays his visit to the teacher in the class-room should not take up any of the teacher's time in giving him helpful hints to increase his teaching efficiency.

BUT WHAT strikes our "funny bump" so forcibly is that a barrister, above all men, should argue against "third parties" being called in to assist in the adjustment of disputes, and against *technicalities* being urged in support of a case. We always thought that an attorney was one who

acted in place or stead of another—a proxy, agent, a third party. Since when have *technicalities* been taboo amongst lawyers? We may be wrong, but it is our conviction that a lawyer who never acts for a client and who scorns to urge *technicalities* must bear a lean and hungry look—not for very long, for he must die of starvation.

TECHNICALITIES — what are they anyway?

Are they not comparable to barbed-wire entanglements created by statute which are laid down specifically to enmesh those who endeavor to encroach upon the rights and property of others? Did anyone ever hear of a dispute without the borderline between the rights of the parties to the dispute being fenced by *technicalities*? Those who endeavor to o'erleap the technicalities or slip between them must expect to be tripped-up or badly scratched. Of course, it must be admitted that parties who find they can agree, frequently consent to have the entanglements removed, but where there is no mutual confidence in the other party, no desire to consent to mutual unimpeded crossings of the boundary, then the barriers must remain. But why should teachers be always expected to give-in to the other party: why should they be scored for retaining the obstacles to trespassers into their domain? We suppose it is because human nature is human nature. A beaten party so frequently represents that the winner could only have succeeded against himself by using unfair weapons: technicalities used by the winner are always held to be "unfair"—by the loser. May that not be the complex of this gentleman? But when injustice can only be prevented or punished as a result of technicalities bestrewn the path of the aggressor, then thanks be for the technicalities and for the technicians who know how best to utilize them.

NOTICE TO MEMBERS

MEET YOUR PROVINCIAL EXECUTIVE

AT THE

A. T. A. BANQUET

ON

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THE CAMROSE NORMAL SCHOOL ALUMNI ASSOCIATION REUNION

To the Alumni of the Camrose Normal School wherever they are in what-so-ever occupation they may be now engaged, on behalf of the Camrose Normal School Alumni Executive, I send greetings, wishing you all a very Merry Christmas and a Happy New Year.

Until the year 1920 the Camrose Normal School Graduates had a thriving alumni association that held its annual re-union in conjunction with the regular Provincial Teachers' Convention. For some reason these Easter re-unions were discontinued and the organization of ex-students ceased to exist.

In the year 1930, the Class of 29-30 decided to form an alumni association and was successful in so doing. A very enjoyable re-union was held in Camrose during the Christmas Vacation of 1930. The following year the Christmas gathering was even more successful than that of the preceding year. This year the present executive feel confident that further impetus will be given to the good movement. We desire that not only the graduates of recent years should be with us at the re-union to be held on Thursday, December 29th, but as many as possible from all years.

We feel there is no other school of its kind in this province, that affords such opportunities for its students to become really acquainted with each other as does the Camrose Normal School. Many warm friendships have been made within its walls. One should not lose the opportunity of enriching those friendships and of reviving old memories which is made possible by attending a re-union, for after all friendships and pleasant memories are among the most valuable treasures of life. Therefore I cordially invite all the Camrose Normal School Graduates to the next re-union to be held in Camrose on Thursday, December 29th, 1932, to enjoy themselves and to help make the occasion more enjoyable for others.

Very sincerely yours,

J. C. Jonason,

President, Normal School Alumni Association, Camrose (Class 1918-19).

Has your Local instituted a campaign for fees for the new year? Help us reach our Easter 1933 objective—4,000.

Marginalia

C. SANSOM, PH.D.

EXAMINATION STANDARDS

Mr. Rosborough's article under the above caption in the September number of this magazine is a decidedly worth-while contribution to examination theory. The examination results assembled with so much care over a number of years are in themselves of unusual interest and the suggestion for the reform of high school examinations is well worth careful study. It must not be supposed, therefore, that what I have to say below reflects a lack of appreciation for this fine piece of work. My purpose is merely to point out a few implications of the proposed scheme that might not be immediately apparent.

The writer bases his argument on an important generalization which appears near the beginning of the article. It runs as follows: "The difficulty of a paper can be judged accurately only by studying the performance of the candidates." Since this statement is the corner-stone, as it were, of the entire scheme, it is important that it be examined with some care.

Now when we say that the temperature of a room may be accurately measured by the volume of mercury in a tube, we mean that the volume varies with the temperature, and only with the temperature. If the volume varied also with the pressure and humidity of the air, a thermometer would be a very unsatisfactory instrument indeed for measuring temperature.

Similarly when we assert that the difficulty of an examination paper can be accurately measured by the performance of the candidates, we can only mean that the performance of the candidates varies with the difficulty of the paper, and only with the difficulty of the paper. If the conditions are such that the performance of the candidates is determined in any appreciable degree by other things, then it is not true that the difficulty of the paper can be measured with any confidence by performance. Now I take it to be self-evident that the performance of different classes writing at different times on different papers may be determined in considerable degree by other considerations than the difficulty of the paper. It may be partly determined, for instance, by what the students know about the subject. What the students know about the subject, in turn, is likely to depend on a great variety of considerations, both immediate and remote. If this is true, I suggest that it might be unwise to base an entire examination system on the assumption that the difficulty of a paper can be accurately judged by the performance of the candidates.

Mr. Rosborough's generalization is sound, it seems to me, only on condition that the papers whose relative difficulty we are seeking to determine are given to the same group of students at approximately the same time, or, at any rate, to strictly comparable groups from the same school population. Obviously classes coming up to an examination from year to year do not constitute strictly comparable groups from the same school population.

Let us suppose that the proposed scheme were

in operation over a considerable number of years during which the standard of scholarship in a given subject is slowly but steadily declining. Each drop in achievement would, of course, be attributed to increased difficulty of the paper. The lower results from year to year would be mechanically "stepped up" to the established standard, and neither teacher nor students would need to know what is going on. Papers would naturally be made easier and easier to keep them from becoming harder and harder as measured by results. The toboggan slide is on; and no brakes are provided.

The position might be taken that the large number of students involved every year would be a statistical safeguard against fluctuations in achievement other than those caused by varying difficulty of the paper. But I venture to suggest that statistics have really nothing to do with this question. It is true that if you equate two tests as to difficulty by giving both of them to the same group, then the larger the group the more reliable your results. But in the case we are considering there is no statistical reason why the most violent fluctuations in achievement might not occur as a result of such things as a serious and prolonged epidemic, for instance, or an important change in the system of credits.

Nevertheless the suggested scheme might well be an improvement over the present system. It would undoubtedly do what Mr. Rosborough mainly claims for it, that is, it would provide a systematic and rational correction of gross fluctuations in the difficulty of papers from year to year. This in itself would be well worth while. I have been considering the matter rather as a long-range proposition. I suspect that rather serious weaknesses might eventually appear in a scheme based on the assumption that performance determines standards.

How the Membership Roll Stands

PAID FEES SINCE EASTER

Easter to

Nov. 30, 1930

1,704

Easter to Nov. 30, 1931

1,891

Easter to Nov. 30, 1932

2,656

Members in good standing, Nov. 30, 1932

Fees received since Easter 1932 2,656

*Renewals due between Nov. 1932 and

Easter 1933 932

*Provisional Fees due Nov. 30, 1932

(a) Normal School Graduates 174

(b) School of Education 11

185

(*Still in good standing)

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OUTLINES FOR JANUARY

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Grade I

Reading

Silent Reading, phrase and sentence drill daily. Continue book reading, increasing the amount of material read each day. Finish the First Part of the Canadian Primer with B Classes as well as supplementary work.

Language

Continue December work, aiming at the expression of two connected ideas suggested by questions. This work will, of course, be entirely oral. Discussions on Eskimo Life; the Christmas holiday; etc.

Games—"Pretend you are an Eskimo child, an igloo, an Eskimo dog, etc." Talks over toy telephones.

Pictures—Eskimo pictures. Available winter action studies. Begin the study of pictures suggested on the Art Course.

Dramatization—Review of stories studied through the fall term.

Stories—Tale of the Littlest Mouse. Travels of a Fox. Baby Mouse. Begin the reproduction of stories, choosing well-known ones for practice.

Memorization

Little Tee Wee: Eskimo Poems.

Arithmetic

Counting backwards, ten to one, showing the subtraction idea in this. Grouping of 7, 8. Oral use of one-half and one-quarter. Counting by 5's. Review grouping 1 to 6, with more formal use of combinations. Recognition and making of numbers, 1 to 29. Numbers before and after each number from 1 to 20.

Hygiene

Care of the skin, the eyes, the hair. Exercises and their uses.

Citizenship

Care of school property; individual possessions and their care.

Nature Study

Trees, their bareness in January; Christmas trees. Birds, winter feeding. Plants—bulbs, hothouse plants, home plants cut flowers, etc.

GRADE II

Reading and Literature

(a) **Reading**—(1) Baby Bear Mends his Chair. (2) The Snowbird's Song. (3) The Little Eskimo. (4) How the Robin Got its Red Breast. (5) Supplementary Reader.

(b) **Literature and Memorization**—(1) Wynken, Blynken and Nod. (2) Foreign Children. (3) The Elf Man.

(c) **Stories for Telling**—(1) Little Syrian Maid. (2) The Pig Brother. (3) Noah and the Ark.

Language

A. Oral Topics—My Holidays. Fairies, Elves and Pixies. How to Treat a Visitor. The Snowman.

B. Teach They are and There are. Teach the question and its punctuation. Give much practise in both these, written and oral.

C. Vocabulary Building—Teach final le as in bottle, etc. Review al, all; au, aw. Teach final et as in market, etc.

January to April

Spelling

Teach the words from the second term list, also difficult words from the supplementary list, taking four or five new words a day. Finish the phonic list. Continue the Friday reviews.

Suggestions—Use the words from the lists in simple sentences for dictation, starting about March. Insist upon the correct use of capitals and periods. Teach the words which have a short vowel, and double the final consonant, when ing or ed is added. eg.—get, getting; run, running; slip, slipping, slipped. Teach the words which drop the final e when ing is added. eg.—come, coming. Teach related words as love, lovely; dark, darker; duck, duckling; end, ended, ending.

Citizenship

First Week—Kindness Week—(a) To others. (b) To all living things. Animal stories, include those showing kindness of animals to man.

Second Week—Helping Mother Week. Dramatization here. Helping teacher also included.

Third Week—Feeding birds. Putting out crumbs, etc. Be sure pets have warm places to sleep. Talks on bears, rabbits, gophers, beavers, squirrels, etc. Emphasize care

and neatness these animals show in their homes.

Fourth Week—Heating problem. Simply spoken of—airing bedrooms and schoolroom. Avoid sitting too near stoves for health reasons and to avoid fire. Talks on fire-drill and reasons for orderliness in getting out of a building.

Arithmetic

Teach addition and subtraction facts,

7	4	8	3	9	3	8	4	11
4	7	3	8	3	9	4	8	; -4 etc.

Teach column addition to 39 using new endings. Give individual and group instruction where difficulty in mastery of number facts is evident. Counting by 3's and 6's to 36. Counting by 10's to 100 and by 100's to 1000. Teach time in 5 minute spaces. Spelling of numbers 12 to 20. Continue oral and written problems (no solution required).

Nature Study

1. Plant Growth—slips—care of potted plants and window boxes. Plant seeds collected in fall (radish, pea or bean, sunflower, pumpkin.) Effect of light on plants. Produce bloom from bulbs.

2. Winter fruits — oranges, lemons, bananas, winter grapes; nuts. Stories of places from which they come.

3. Winter birds and what they are doing—snowbirds—their activities and how to care for them.

4. Care of pets in winter—pigeons and domestic fowl.

GRADE III

Oral Reading: The Fairy Went A-Marketing Physiology and Hygiene

1st and 2nd week—Fruits — (a) Stories about fruit.

(b) How grown and countries from which they come.

(c) Eat plenty of fruit instead of candy.

3rd week—Dried Fruit.

4th week—Care of Foods—Keep all foods well covered in a cool place away from flies and dust. Always use clean dishes for all foods.

GRADE III

Reading and Literature

Silen—Robinson Crusoe. The Lost Camel.

Orol—The Wedding of Allan-a-Dale. A Fairy went A-Marketing. A Japanese Home. The Pied Piper of Hamelin.

Story Telling—How the Elephant Got his Trunk.

Memory—The Land of Story Books. Lullaby of an Infant Chief. The Iroquois Lullaby.

Dramatization—The Land of Story Books.

Language

(a) **Oral**—How I spent Christmas Holidays; My Favorite Story; The New Year; A Winter Game.

(b) **Formal**—A two-sentence letter a week. Teach addressing of envelope. Write original three-sentence story after oral discussion.

(c) **Vocabulary Building**—Opposites such as: full, empty clean, dirty; etc.

Citizenship

New Year—Birthday—Start by looking for opportunities of being helpful: (a) At home—parents' demands. (b) At school—contribute to the maintenance and order while teacher may be absent from class room. (Your strength then is in being still). (c) Stories: 1. Snow White and the Seven Dwarfs (Grimms' Fairy Tales). 2. St. Christopher (Encyclopedia). 3. Grace Darling. 4. Cedric becomes a Knight.

Spelling

Second Term—January to March 15th—Teach the list of words given for the second term.

March 16th to April 30th—Words from the supplementary list not previously taught.

May and June—Review.

In each of the above periods there will be time for the teaching of extra words needed by individual classes.

In order that the Spelling lessons may be an aid to Composition, it is suggested that dictation of phrases or sentences be given at least twice a week throughout the year.

Arithmetic

1. More rapidly in addition and subtraction, multiplication and division. 2. Fractions $1/4$, $1/3$, $1/6$. 3. Review tables taken before Christmas. 4. Teach 6 times table (m. and d.). 5. Teach Arabic notation to 75,000, and Roman notation to 75. 6. Currency in multiplication.

Nature Study

Defer study of hills and water on hills till spring thaw. Germination of seeds—cut top off carrot, put in water.—

linseed on piece of flannel over jar of water—beans in sawdust—cut potato for planting, grow in earth—grain seeds in water-soaked sponge. Kinds and sources of heating.

Hygiene

Nature's care for us. Cleansing agents, the wind, the rain, water drainage, etc.

GRADE IV Reading and Literature

Silent Reading—Damon and Pythias. John Gilpin.

Oral Reading—The Miller of the Dee. Maggie and Tom.

Literature—John Ridd's Ride. A Meeting in the Rain.

Memory Work—The Sower and the Seed. The Brook

Song.

Story—Apples of Idun.

Language

A. Vocabulary lessons—Collect name words, words that tell and words that describe.

B. Oral and Written Work—Practice in use of joining words—who, which, but, that, etc.

Arithmetic

Continue long division with more and more difficult divisors. Insist on checking same. Continue multiplication by two and three figures, now check by division. Continue problems stressing power to draw conclusions and make statements.

History and Citizenship Talks

New Year's Day—How it is celebrated in other lands.

Public Order—Peace on streets. Duties of police and firemen—assist, not hinder or ridicule.

Laws—Stories of early Greeks and Romans and their demands for written laws.

Perseverance and Patience—In work, in play, in self-improvement. Early Days in Alberta.

Nature Study

Watch the various stages of the bulb development.

Bird Study—Snow-bunting and Chickadee. Animal Study—Coyote and muskrat.

Hygiene

Care of Foods—Keep food covered, clean, cool; keep flies out; have windows in pantry; do not use food from cans with bulging ends; do not use ice cream or candies that have been exposed to dust; see that all dishes are clean.

Spelling

First 85 words in Course: Second Term List. Memory work spelling.

Geography

Life in the Amazon Forest—(1) Location of Amazon River on globe; journey there, etc. (2) Description of the forest. (3) Animal and bird life. (4) Native Indians and their homes. (5) Gathering of rubber and Brazil nuts. (6) Travel on the river and its tributaries.

Life in Switzerland—(1) Location of country on globe, etc. (2) The Alps and their beauty. (Compare with Rockies). (3) Winter sports. (4) Swiss guides; St. Bernard Dogs. (5) Life on a Swiss farm in (a) summer, (b) winter. (Correlate with Silent Reading or Literature—Heidi; Hunting the Chamois; Tent House.)

GRADE V Reading and Literature

Oral Reading — The Moonlight Sonata. (Canadian Poetry Book). (Poems Every Child Should Know).

Silent Reading—The Laws of the Land.

Literature—The Laws of the Land.

Story Telling—King Cophetua and the Beggar Maid.

Memory Work

Heaven is not Reached — Poems Every Child Should Know. Overland Mail—Fourth Reader. The Old Superb—Noyes. My Thoughts—Canadian Poetry Book.

Spelling

Firts 80 words in Course—Second term. Words from memory selection and other subjects.

Hygiene

The Muscles—1. Meaning of muscle. General idea of the size, number, shape and structure of muscles. 2. Importance of muscles. 3. Importance of play and exercise. 4. Importance of good posture.

Arithmetic

Problems on tables taught. Drill and review.

History

Stories of the establishment of the fur trade with the Indians by agents of the Hudson's Bay Company, and of the North-West Trading Company.

Citizenship

January and February—A sense of justice to include a frank recognition of the necessity for restraint and punishment, both in school and at home, as well as recognizing the unfairness and unkindness of injuring animals and tormenting younger pupils.

Geography

Alberta—Position, size, boundaries. Drainage Systems. Maps.

GRADE VI Language

A. Drill in Paragraphs and Letters as review work.

B. Teach Suffixes of Course, Page 75.

C. Teach words in Mechanics of Composition of Course, page 76.

Spelling

65 words—second term—"action" to "directly".

Reading and Literature

Literature—Marmion and Douglas. Sherwood.

Memorization—Choice of: Scots Wha Hae. Bonnie Prince Charlie. Ye Mariners of England. Home Thoughts from the Sea.

Oral Reading—Marmion and Douglas. Sherwood.

Silent Reading—Ants and Their Slaves. Departure of the Fleet from Lemnos.

Story Telling—Arthur.

Grammar

(a) Verbs—Suggested Exercises: (1) Selecting verbs in sentences. (2) Making sentences using verbs. (3) Fill in blanks in sentences with suitable verbs. (4) Write sentences using verbs suggesting sound, motion, etc. E.g. chirp, trudge, plod, click, etc.

(b) Exercises using the same word, (1) as a noun, (2) as a verb. E.g.: work, aim, iron, etc.

(c) Verbs which express Present, Past and Future Time—Suggested Exercises: Pages 69 and 70 of "Learning to Speak and Write."

History

The Hundred Years' War—England's entanglement with Scottish affairs gives France an opportunity to free her land from England's claims. Wat Tyler's Rebellion—This rebellion occurred during the latter half of the Hundred Years' War. Of this period Green remarks, "It covers an age of shame and suffering such as England had never known." This condition of distress—the heavy taxes, the manner of collecting them—drove the peasants, encouraged by the preaching of John Ball, to strike a blow to free themselves from serfdom. The story of Wat Tyler. The fatal ending. Henry V at Agincourt. Another spurt of the Hundred Years' War. Henry's brilliant generalship.

Arithmetic

Multiplication of a fraction—(a) By a whole number. (b) By a fraction. (c) By a mixed number.

Geography

(a) Newfoundland. (b) Great Central Plain with detailed study of Alberta, Saskatchewan and Manitoba.

Nature Study

Soil. Air.

Hygiene

January and February: Circulation—four lessons:

Sections 1, 2, 3, 4, and 5—two lessons. Care of the Circulatory System—two lessons. Review.

GRADE VII Grammar

Study of Parts of Speech—(1) Noun: Definition.

Uses: (a) Subject of a Verb. (b) Object of a Verb or Preposition. (c) Completion of the Predicate. (d) The Possessive use.

(2) Pronoun: Definition. Uses: (Same as Noun.)

(3) Verb: Definition. Uses: Predicate of the Sentence—order: (a) doing, (b) having, (c) being. Review "shall" and "will"; Active and Passive constructions.

Language

1. Personal Letters—friendly letters, informal invitations, acknowledgments, etc. 2. Oral—Short speeches on assigned topics. 3. The three-paragraph composition continued. 4. Condensing stories. This can be correlated with No. 3.

Geography

Detailed study of Europe and its countries.

Arithmetic

Board measure, denominate numbers, areas and volume (rectangular.)

Physiology and Hygiene

Communicable Diseases—(a) Disease Germs—What they are—where they grow—the body's protection against them—the saliva of the mouth—the mucus in the nose kills many germs—the work of the white blood cells. (b) Immunity—Meaning of natural and acquired immunity—how immunity may be acquired by vaccination and inoculations. (c) Jenner.

History and Civics

Age of Discovery and Colonization. (a) Early Discoverers. (b) Growth of English Sea Power. (c) Colonization.

Spelling

(a) First 50 words of Second term list (Course).

(b) New words from other subjects.

GRADE VIII Reading and Literature

- A. Brutus and Antony. Ivanhoe and Isaac of York.
 B. A Descent into the Maelstrom. C. The Tournament.
 D. Selections from "Brutus and Antony."

Grammar

(1) Review the work of first term. (2) Attention to groups of words by comparison: (a) Sentences; (b) Clauses; (c) Phrases. (3) Extend study of tense into divisions of present, past and future.

Physiology and Hygiene

First Aid: The first aid problems as given in the Course.
 How to prevent accidents.—Safety Rules.

Composition

Second Term—(January, February and March.)
 Vocabulary Work. See Text, p. 170 to p. 177. Also Course of Studies, p. 83, C (1).

Sentence Practice. See Text, p. 177 to p. 184. Also Course of Studies, p. 83, C (2).

Paragraph Practice. See Text, p. 185 to p. 189. Also Course of Studies, p. 83, C (3).

Arithmetic

Review bills and accounts. Teach the receipt form. Percentages.

Geography

January to February 15th. British Empire in Australia, New Zealand and the South Seas.

History

Balance of Section 7.

Civics

Section (c) and part of (d), Course of Studies.

Classroom Hints

GRADE I Material on the Eskimo

(Extracts from "Geographic News Bulletin" of April 25th 1932 to be adapted for Grade I stories)

The Eskimos, according to dispatches from the Far North, are slowly changing. Each year more and more of these remote guardians of the last frontier are adopting white men's ways.

In Alaska and Western Canada many Eskimos have broken away from hunting and fishing to meet personal food and clothing wants and have become trappers and traders. In Greenland and Northern Labrador the Eskimo has clustered around the Mission Stations, adopting the white man's style of house, rather than sod huts, igloos and skin tents, and bartering skins for the white man's canned foods, firearms, clothing and phonographs.

The name "Eskimo" is said to have been given by Biard in 1611 (in the form of Excomminguois). It means eaters of raw fish.

Nearly all Eskimos live on or near the coast because they get most of their food from the sea. They raise no vegetables, supplementing their meat diet in summer with wild berries and roots. In summer they hunt land animals and birds, as a rule, and in winter they live on sea mammals and fish.

When least affected by the white man's civilization—along the Arctic Coast of Canada and in the islands North of the Hudson Bay—the Eskimo is perhaps the healthiest and happiest person on earth. The village is the largest social unit. There are no chiefs or rulers. "Leading Men" have influence but no authority. Large animals caught are shared with others, and personal property is secure, for one tribe never makes war against another. Along many of the inlets of the Northwest Territories in Canada the Eskimo still hunts with bows and arrows, and harpoons, in little skin boats, or Kayaks.

While snow houses or igloos are always associated with Eskimos, about half the Eskimo world does not know them at all. Igloos are almost never used in Labrador or in Alaska. Where the white man's frame house is not obtainable the native Eskimo lives in a Dugout covered with sod, the roof being supported by poles or animal bones. In the summer the skin tent, or tupic, is used, particularly while on hunting forays.

The igloo, perhaps the most unusual of all dwellings, is made of blocks of snow, with a clear piece of ice for a window. Beds and benches are of ice, with warm furs on top. A shallow pan made of stone or iron, shaped somewhat like a dust-pan, is used for a lamp or stove. Along the flat side is dry moss for a wick. Inside the pan is seal oil. The cooking kettle is suspended above the pan. Iron kettles and pans are of recent use, and are acquired from the white man, because the Eskimo has no iron and very

little wood.

National Geographic Magazines for August, 1931; July, 1930; November, 1929; January, 1927; August, 1927; September, 1926; March 1926 contain other material.

"National Geographic Magazine" for August, 1931; July, 48 pictures are advertised by The Geographic News Bulletin of February 1, 1932. The whole six sets are priced at \$3.50. The titles of the sets are: (1) Eskimo Life—Sahara Life; (2) The Indian in America—The Negro in Africa; (3) Life in China—The Hill Tribes of the Philippines; (4) The land, The Water, The Air; (5) The United States; (6) Italy. Address: School Service Department, National Geographic Society, Washington, D.C., U.S.A.

Here are some extracts from Hakluyt's Voyages, descriptive of the Eskimo, which second the remarks of "The Geographic News Bulletin" and which information you might be able to weave into your stories of the Eskimo. This material was written by George Best, Captain of the Anne Francis under Martin Frobisher, 1578.

"They delight in music above measure and will keep time and stroke to any tunes which you shall sing both with their voice, head, and feet and will sing the same tune aptly after you They live in caves of the earth, and hunt for their dinner or prey, ever as the bear or other wild beasts do. They eat raw flesh and fish For their weapons to offend their enemies or kill their prey withal, they have darts, slings, bows and arrows headed with sharp stones, bones and some with iron. They are exceedingly friendly and kind hearted with one another, and mourn greatly at the loss or harm of their fellows; and express their grief of mind when they part from one another, with a mournful song and dirges They have boats made of leather, and covered clean over, saving one place in the middle to sit in, planked within with timber; and they use to row therein with one oar, more swiftly a great deal than we in our boats can do with twenty. They have one sort of greater boats, wherein they can carry above twenty persons; and have a mast with a sail thereon, which sail is made of skins or bladders, sewed together with the sinews of fishes When they shoot a great fish with any of their darts, they use to tie a bladder thereunto, whereby they may the better find them again; and the fish, not able to carry it so easily away, for that the bladder doth buoy the dart, will at length be weary, and die therewith They have nothing in use among them to make fire withal, saving a kind of heath and moss which groweth there; and they kindle their fire with continual rubbing and fretting one stick against another as we do with flints. They draw with dogs in sleds upon the ice, and remove their tents therewithal wherein they dwell in summer, when they go hunting for their prey and provision against winter. They do sometimes parboil their meat a little and seethe the same in kettles made of beasts' skins; they have also pans cut and made of stone Their longest summer's day is of great length, without any dark night, so that in July the night long, we might perfectly and easily write and read whatsoever had pleased us."

GRADE II**Language****Fairies, Elves and Pixies**

Lessons I and II. The first lessons might be in the form of an oral conversation lessons involving the following vocabulary and material:

Fairy: dress of moonshine or star-dust, gauzy wings, golden hair, etc., live in the flowers.

Goblin: Queer looking little men, crooked noses, squinty eyes, perhaps left side of the face to the right, etc., usually live underground; rather lazy and likely to do mean tricks.

Gnomes: Little men, usually with beards, wear tight fitting little jackets and leggings; live in underground caves.

Dwarfs: Little men, who live in the mountains, their caps make them invisible.

Elves: Mischievous fairies, who look something like brownies, and like to do the same tricks, but the elves have wings.

Sylphs: The air fairies or spirits, very light and graceful, beautiful dancers.

Nixies: Are fairies too, and inclined to be mischievous.

Leprechaun: Fairy shoemaker, lives in Ireland; wears green so that he can't be easily seen, for if any one catches him he may demand of the leprechaun any wish; wears a little leather apron.

Mab: The queen of the fairies; very beautiful.

Oberon: The King of the fairies.

Puck: The most mischievous of the fairies.

Example of type of questioning. There are so many things to talk about when we think of fairies. You have all been read fairy stories out of books. Do you remember what the name of your fairy book was? Did the book have any pictures of fairies? Tell me what a fairy looks like.

Who can tell me this word? (blackboard—goblin). Does he look like a fairy? The little people I am thinking about now live underground. They make things out of iron and metal and have forges and furnaces to work at. You can imagine the flames in the dark of the underground cave and you can hear the sound of their hammers. What are the names of these little people? (blackboard — dwarfs, gnomes). (N.B. Leave words on blackboard).

Seatwork to follow: 1. (a) Can you guess this riddle? I have a crooked face and a funny twisty mouth; one half of me looks north while the other's looking south. There's nothing makes me happier, than to go abroad at night, and put some foolish silly girl into a perfect fright. Who am I? Make up a riddle yourself about one of the fairies and later we shall ask the class to guess it. Your riddle does not have to rhyme. (2) Fill in the missing letters in these words: elv-s; fa-r-s; -nom-s; br-nies; lepr-ch-n; ni-ies; gobl-n; dw-f. Draw a picture of each one after you have guessed the letters that should be filled in. Pick out what you think is your best picture and write two interesting sentences about it. (The foregoing seatwork includes Silent Reading, Composition, Spelling, and Drawing):

Lesson III. Conversation Lesson. Material: (a) what fairies, nixies, gnomes, etc., like to do. (1) the dances—time; the fairy ring; fairy fiddlers and pipers; glow worms for lights as well as stars and moon; what fairies have at their feasts—honey cakes, nectar, dew drops, grain of rye or wheat (Shakespeare); the break up of the dance with the dawn. (Vocabulary addition — chanticleer). (ii) The fairies help those who need help. (iii) The mischievous elves goblins and faries like Puck, like to play tricks—when the butter won't come it is a mischievous fairy in the churn; if a horse is tired and won't work it is because a mischievous fairy or goblin has been riding him all night. (b) How fairies go about from place to place—on their own wings, on a bat's back or on a moth or bee.

Example questioning for the opening of the conversation lesson: Fairies are seldom seen because they do not go about much by day. Do you know when it is that they like best to be abroad and to meet one another? (at night). What do they like to do then? etc.

Some poetry to recite, read and learn parts of as an aid in vocabulary development imaginative enjoyment and provide material for later written work. **Shakespeare** (1) Where the bee sucks, there suck I: (2) Queen Mab's Song; Come Follow, Follow Me. **Rose Fyleman:** See books listed in Supplementary Reading, Course of Studies. Ball's "Stages in Bookland," Vol. I, by Reed Moorhouse (Clarke, Irwin & Co., Toronto) has just the sort of material you want for this month's language work. It introduces all the fairy world most pleasantly. When evening comes the blue bells ring their bell.

"Ding—dong!
The Sun is gone:
A crimson night-gown he put on:
I saw him cover up his head:
Ding—dong!
He's now in bed."

Here are some good Composition seat-work exercises drawn from this source:

(1) What jokes would Puck love to play on a Frog, a Bee, a little Girl, a Goblin, a Teacher? He would not hurt, you know.

(2) A kind fairy wakened and jumped out of her flower-bed. Tell all the nice things she might do before bed-time.

(3) Fairies dance. Horses gallop. Ducks.....; cats.....; worms.....; larks.....; monkeys.....; beetles.....; grasshoppers.....; bears.....

(4) (The changlings). Make a story of what happened to the Fairy Child who took the baby's place.

(5) Draw some Goblins, all different. Draw a Fairy. Why is it easier to draw a Goblin?

(6) Suppose you found a Fairy Shoe..... Well, what then?

GRADE II and III COMBINED

Language

The Question and Its Punctuation

The following exercise is designed to be put on the blackboard as a Silent Reading exercise which would at the same time provide suggestions for what the pupils might write themselves and would necessitate practice in the writing and punctuation of the sentence:

(1) As Anne was going to school one morning, she met little Tommy coming away. He was crying and his clothes were dripping with water. Write the question Anne asked Tommy. What did Tommy Answer?

(2) Anne went part of the way home again with Tommy to comfort him. Then she hurried back to school. But

the bell had rung before she could get to her room. Write the question the teacher asked Anne.

(3) Now Anne knew that Bill had been the cause of Tommy's getting wet. Bill sat in front of Anne. So when the teacher wasn't looking Anne poked her sharp pen-nib into Bill's back. Bill was surprised because Anne and he had been great friends. What question did Bill ask Anne.

(4) The teacher had been writing on the blackboard but she heard the whispering. What question did she ask then?

(5) You will be surprised to know that Bill and Anne walked home from school together that afternoon. Write two or three sentences to tell how that came about.

A Further Exercise on Questions

Based on Dr. Ballard's "Fundamental English"

Look at this sentence: I paid five cents for it. It seems like an answer to a question and the question might have been: How much did you pay for your scribbler? Here are answers to questions. Write out what you think the questions were:

(1) I am very well, thank you. (2) I was nine years' old on Tuesday. (3) My father will be going to town on Saturday. (4) Mother wasn't well, and I had to stay at home to help her. (5) No, I am sorry to say, I have never been in an aeroplane. (6) No! I never go to bed with my boots on. (7) I did not see him do it, but I am sure he did. (8) My father is a farmer. (9) I hit him because he hit me first. (10) I was too cold.

An Exercise for those who have read "The Elephant's Child" from "Just So Stories"

(1) Do you remember that the Elephant's child asked ever so many questions? Could you write the question that got him his new nose? (Crocodile—spelling). (2) Could you think of one or two other questions he might have asked? (3) What was the question his family asked him when he got home with his new nose?

Pictures make a good basis for sentence and question practice.

There is an advertisement found in a number of magazines that employs "The Doctor's Visit" for illustration. The following Grade II and III exercise was constructed on it by a student of the Calgary Normal School.

(1) Read through this exercise before doing it. (2) There are three figures in this picture. Who are they? (3) Why is the doctor looking at the little boy's throat? (4) Why is the little dog looking on? In answering this question use some of these words: because, puppy, afraid, anxious, wondering. (5) Do you think it is rainy weather outside? Why? Write a sentence using these words: rainy weather, umbrella, because. (6) Write down what you think the doctor will be asking the boy. (7) Write down the question that the little boy's mother will ask him when the doctor goes. (8) If the puppy could speak, write down: (a) what he would say to the boy; (b) what he would say to the doctor.

GRADE III Silent Reading—The Lost Camel

I. A preliminary oral vocabulary study to make possible the silent reading of this selection. Vocabulary—Camel, desert, dervish, merchant, laden, burden, cami, herbage, impression, grazed. Teacher—The story you are to read takes place on the desert (blackboard.) What sort of country is a desert? Does anything grow on it? (trees, grass—(herbage, blackboard) where there is a spring). How do people travel on the desert? (Camels). Why are they used? (Carry their own water; do not sink in the sand). Teacher makes use of these replies to introduce **graze** and **impression**. They do stop to drink at these springs and eat the grass or **graze** (blackboard); and they sink just enough to leave an **impression** (blackboard) or mark on the sand. Do you know what a **merchant** (blackboard) is? Name one for me. Men who want to do trading or selling in the desert must take their things to sell long distances across the sand. The camels carry great loads of dates, or in this story, corn and honey. We say the beasts are **laden** (blackboard) with these heavy **burdens** (blackboard). You will meet the merchants in the story as well as two other men. One is a **dervish** (blackboard) or priest; and the other a **Cadi**, who is a judge.

II. Silent Reading Exercise.

(1) The story is meant to teach us what a fine thing it is; (a) to use our eyes; (b) to be a magician; (c) to be lame in the left leg. (2) Why did the merchant think the dervish a magician? (3) There were four things that the dervish knew about the camel although he had never seen it. Fill in the spaces I have left blank: (a) blind in the right eye. (b) (c)

(d) laden with honey on one side and corn on the other. (4) The dervish learned it all from looking at the pathway

of the camel across the desert. I wonder whether you could draw something like what the dervish saw about the camel's track. Remember that there were four things he learned and how he learned them. (5) Write down the words in their proper order that should fill in the blanks in these sentences: The was a man who had lived much alone and had had time to and think. He saw so much where most people would see nothing at all that the merchant thought him a But the dervish knew that the camel was lame in the left leg because there was a slight of that foot in the sand. He knew that the camel had lost a tooth because there was a tuft of left in the middle of each bite. He knew that there was honey on one side of the camel's load because of the flies.

GRADE III Oral Reading: The Fairy Went A-Marketing

I. Silent Reading to familiarize the class with (a) the general idea (b) the vocabulary and (c) to give preliminary practice in the reading of small parts while keeping something of the pleasure of the new thing in the connected whole when read out loud. Teacher: We are going to read out loud to one another the story of the fairy who went a-marketing. Why does anyone go to market? I wonder what a fairy would want there. I want you to put up your hand as soon as you find one thing that the fairy bought. (Teacher writes *fish* on blackboard). Read the two lines out loud. (Note the type of reading always). She bought four things altogether. You won't need to read the whole poem to discover what they were. Put up your hand as soon as you discover one more. (Example of training in skimming in silent reading: teacher lists each on blackboard—*fish, bird, dress, mouse*).

This was a little live fish the fairy bought. Have you seen little live fish for sale? What were they in? What did the fairy put her little fish in? (A crystal bowl: drill on the pronunciation of the word). Why do people like to have little fish in their homes? Well the little fairy wanted to make a very beautiful picture of her little fish so what did she set her bowl on? What was it about the little fish the fairy liked best? (Drill on *wonderment*, perhaps *gleam*). Can you find two lines that tell you how much she enjoyed that little fish? Read them out loud. (Watch for *hours—wonderment, watched, silver gleam—* as the significant words for meaning).

And then she bought a coloured bird, and put it in a painted cage. If you were a painter and going to make a picture for this stanza how would you colour the bird and the cage? Do you know what this word is—*Shrillest*? There was something else besides the bird's colour that the fairy liked. Find and read aloud the two lines that tell you.

Then the fairy bought herself a winter gown. It was stitched with *gossamer*. (Drill on meaning—fine cob-web-like threads and pronunciation). What made it warm for winter wear? (thistle down—blackboard). What is this word—*prancing* (blackboard)? That it the way the fairy felt when she had her beautiful dress on.

What was the last thing the fairy bought? What did she want the little mouse for? There is a sound of busyness all through this stanza. Can you find the word that makes you hear that most clearly? You can just see that busy little mouse when you say "pit-patting to and fro". Read me the two lines about its busy little feet.

But what did the fairy do with all the things she bought? Why did she do that? What do you learn about fairies from this little poem?

II. Silent Study. Teacher—I want each of you to select the verse that if asked you would like best to read. Time is then allowed for selection and silent practice: thinking the reading through. The poem is then read in entirety.

III. Points that the teacher watches for during readings and notes at the close for improvement of reading. (1) Good natural position. (2) The voice: (to the pupil; you can make your voice sound pleasant if you try). (3) Clean cut saying of words: final consonants, good open vowels. (4) Be sure that the children are seeing the pictures as they read—*crystal bowl; golden dish; silver gleam*, etc. (5) "And then she gently took it up
And slipped it in a stream"—

if you make the least pause after "up" you can make your hearers wonder what that fairy is going to do with the little fish.

GRADE IV History: Early Days in Alberta

Some of the early difficulties of the cattle rancher. I. Reasons for cattle ranching being popular with the early settlers. We can't think of the early days in Alberta without thinking also of the great cattle ranching days in

the South of the province. It was no wonder that the early settlers were interested in cattle raising in a country where during the summer the prairie and foothills were one vast pasture and where, in the sun and wind of autumn the grasses cured themselves standing and did not have to be cut as hay, and where the winters were generally sufficiently mild and the snowfall sufficiently light that the cattle could be left on the open range to paw through to the grass beneath for food. It seemed as though the raising of cattle should be a fairly simple, rather interesting out-of-door carefree life with the prospects of good returns. And so indeed it proved for many an early rancher, in the days before the land was broken up into farms.

It is interesting to know that the McDougalls, pioneer Alberta Missionaries, were also pioneers in the field of ranching and in 1871 brought a herd of fifty head of horses and cattle from across the border to Morleyville.

II. Difficulties met by the early ranchers.

But successful cattle raising was not so simple as on the surface it might appear. The earliest ranchers discovered to their sorrow that their herds merged with the buffalo on the open ranges. With the disappearance of the buffalo that difficulty was overcome but immediately gave place to another—the depredations of the Indians, whose main food was gone when the buffalo no longer appeared on the prairie. Arguing that the white man was responsible for that disappearance, the Indians made off with the white man's cattle when they were starving. (See Pauline Johnson's "The Cattle Thief" for the Indian viewpoint). The coming of the Mounted Police and the establishing of the Indians on Reserves put an end very largely to this type of trouble. It is rather hard too to think back to a time when the prairie was infested with coyotes and wolves who attacked young cattle, although so late as 1920 I have known of Ford car expeditions against marauding coyotes. Then again the winters were not always mild. Blizzards took their toll of the herd life and sometimes snow covered the grass so deep that the cattle could not find enough to eat. Prairie fires were a menace to the herd, too. Sparks from locomotives were a fruitful cause of fire. One tale is told of an Indian who dipped his mangy horse in Kerosene and then bethought him that he would like to brand his now splendid animal and mark him for his own. The branding of that horse not only meant the unfortunate animal's destruction but set fire to the whole prairie for miles around, with the usual aftermath of depleted herds and horses and cattle lamed and blinded. Floods in spring made it difficult for the widely scattered ranchers to get food when rivers could not be forded. The following extract from the *Memoirs of Maunsell* gives us a rather vivid idea of what flooded rivers meant to the ranchers: "That night . . . a terrific rain set in . . . The rain continued for three days: it came down in torrents, and the second day after the rain one could not tell where the original river was—and so no fording of the river to secure supplies . . . When we cleaned up we moved our beds outside to get them dry and to get away from the drip, as it was still raining in the house. By a tacit arrangement my brother and I held no conversation, for had we done so, no doubt there would have been a quarrel. It was a fortunate thing I had so many fish, as the sloughs were now raging rivers and fishing was out of the question. We tried the pike boiled, we tried them baked, we tried them hot and we tried them cold, but they were nauseating." Further the cowboys that the ranchers employed were sometimes unscrupulous and ignorant, witness the story of the Cochrane ranch herd, whose steers were driven 15-18 miles a day, and the cows fourteen; wagons followed to pick up the calves but the wagons couldn't hold all that dropped along the way, and many were left to die on the prairies; at night the cattle were herded so close together that they couldn't lie down to rest, and when the herd arrived at the Cochrane ranch they were entirely unfit to pass a winter—and as luck would have it, winter set in early that year.

III. The Fifth Reader gives an interesting account of the Round Up.

GRADE IV Geography: Life in the Amazon Forest

Some notes additional to Mr. Scott's account of a trip up the Amazon to be found under the heading "Brazil Nuts" in his "Teacher's Handbook in Geography."

Under heading (2) Description of the Amazon Forest and (3) Animal and Bird Life. The biggest trees are about one hundred feet high or higher (The smallest of these would be about twice the height of a telephone pole). One of these is the big Brazil Nut tree. The rubber tree grows here and there in the forest too. The trees grow so close together that it is hard to see any distance into the forest,

and it is made the harder because vines climb to the very top of the big trees and mosses hang from the highest branches. The sun is completely shut out and it is dark and wet beneath.

Here and there in this green darkness you can see brilliant flashes of colour. For here lives the scarlet Ibises (stork-like birds that live in swampy countries) and the noisy green and red parrots. The white herons and the black-headed white cranes stand out startlingly clear against the forest green. These cranes grow to a height of 4½ feet and the condors, the great vultures, are enormous too. It is said that aviators above these great forests are terrified of the huge birds for fear they get into the propellers. Why would the aviators be particularly afraid of attempting a landing here? The surprising thing is that where we find these very big birds we find the littlest too, and the tiny beautiful humming birds dart here and there. Unfortunately while most of these birds are very pleasant to look at they have most unpleasant voices.

Because the trees grow so close together and the undergrowth is so tangled with vines a great many of the animals live in trees. You can guess the name of one of them. (The Monkey). Another is called the "Sloth", who has long-clawed feet that help him get about in the trees but he is very slow on the ground. Have you heard the word "sloth" before? What does it mean? Could there be any reason for the animal's name? One of your old friends lives here on the Amazon, too. Do you remember Stickly-Prickly and Slow and Solid? Where did they live? Whom were they afraid of? What did they learn to do? And so they got to be different animals that had armor like the turtle and could roll themselves into balls like the hedgehogs. What were they called? And do you remember Kipling's verse:

- (1) I've never sailed the Amazon,
I've never reached Brazil;
But the **Don** and **Magdalena**
They can go there when they will!
- (2) Yes, weekly from Southampton,
Great steamers, white and gold,
Go rolling down to Rio
(Roll down—roll down to Rio!)
And I'd like to roll to Rio
Some day before I'm old!
- (3) I've never seen a Jaquar,
Nor yet an Armadill—
Odolingo in his armor,
And I 'spose I never will.
- (4) Unless I go to Rio
These wonders to behold—
Roll down—roll down to Rio—
Roll really down to Rio!
Oh, I'd love to roll to Rio
Some day before I'm old!

—and perhaps you will if you think hard enough about it and care enough about it and plan for it.

There are some very fine pigs in the Amazon forest called the Tapir and the Peccary and down in the river there are the terrible alligators. Have you ever been to a talking movie and heard the alligators talk? The very sound of them is enough to make you afraid without ever seeing their enormous mouths. Some of the very biggest fresh water turtles in the world live in this big river. The turtle is one of the principle foods of the Indian people who live along the river. They use the turtles' eggs too and catch fish called pirarucu which they dry and smoke.

We mustn't forget the beautiful big moths, some measuring eight to nine inches across the wings. Find that width

on your ruler. How big are the butterflies and moths that we see? There is plenty of beautiful colour in this Amazon forest. There are some things that live here that are not so beautiful, however—ants and spiders, great white ants that eat right through the wood of houses and furniture and spiders seven inches across that can attack and kill small birds. The Amazon forest is a very different place from Alberta. In which place would you prefer to live? Why?

Some Up-to-date Grade VII Geography

London, October 14th.—A trade armada recalling the early days of the Company of Adventurers trading into Hudson's Bay, has left the ports of Western Europe for the far north of Siberia. Sixty ships laden with machinery and merchandise of the most varied kind are on their way to the Kara Sea and the ports of the Rivers Obi and Yenisei, there to trade with the Samoyede tribes and to bring supplies to settlers in exchange for their produce.

This has now become an annual expedition. It is organized by Soviet Russia. The ships are chartered in Britain, Norway, Italy and Germany, and form a convoy which, accompanied by ice-breakers, usually sails at the end of August when navigation around Novaya Zemlya is less subject to the customary dangers of the Arctic. The vessels are specially insured at Lloyd's before their departure.

This year the cargoes include quantities of machinery and manufactured goods, for Northern Siberia is undergoing industrialization at the hands of the Soviet like the rest of Russia. New ports have been created on the icy coasts of Siberia and modern equipment bought for them so that they can export the products of a region hitherto of no economic importance to the world.

In the last two years, Port Igarka, formerly a small settlement on the Yenisei River has become a town of about 15,000 people and is still growing. It has been provided with wharf accommodation and ships of 6,000 tons are able to load and unload. The Soviet sees in it a valuable outlet for the timber and furs of an immense district reaching into the heart of Siberia.

GRADE VII Grammar: An Exercise to Test and Review the Work of the Month

(a) Review your definitions of noun, pronoun, and verb. Remember that a definition was made to be used, not just recalled as a feat of memory. (b) Write down the nouns, pronouns and verbs in the following sentences and show clearly their relationship to the rest of the sentence, i.e. what work are they doing in the sentence? (c) Give reasons for the use of "shall" and "will" in sentences 6, 7, 8 and 9.

1. The old captain shouted his orders from the bridge of the liner. 2. John Milton was a poet of great renown. 3. The merry clowns appeared happy and carefree under the "Big Top." 4. Jim and Fred's coaster will certainly have crashed through the Jones' fence. 5. Charles' coat was found in the girls' cloak room. 6. I shall give you my camera. 7. They shall return our goods to us. 8. The pilot will fly his plane towards its hangar. 9. We will have their accounts ready for them. 10. The summit of Mount Everest may have been scaled by 1933. 11. Bring him before the court for his trial. 12. The "Gleaners" was painted by Francois Millet.

Points that appear to present the greatest difficulty to the pupil. (a) Distinguishing between the complement and the object. N.B. The object except in reflexive action is something totally different from the subject. The complement always modifies directly or increases our knowledge of the subject. (b) Including all the action words in the bare predicate. N.B. show that each part (i.e. in 4—will, have and crashed) expresses action but that all are needed before a clear idea of this particular action is obtained.

Grade VIII Literature, "Ivanhoe" and "Isaac of York"

Some suggestions for points of study

1. Scott's novels are historical novels. When you read his stories you are at the same time studying history. You are not, perhaps, always aware that it is history you are learning, but this story gives you an insight into (a) How the Jews were regarded in England at the time of the Norman Conquest. (Had the attitude changed in Shakespeare's time? How do you know? Has it changed now?) (b) How Saxon homes were built to withstand attack.

Did you learn of any other customs of the time,—because social customs are historical information. Do you prefer to read history from Scott or from a history text book? Why?

2. A writer of novels is anxious to maintain his reader's interest and to excite it if possible. In many of the stories of today, such as mystery and detective stories, that element of the arousal of interest in how the story will turn out, and the attempt of the author to keep his reader guessing,

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is the chief point of interest. What element of suspense or mystery does Scott introduce into his story?

3. The characters of the story are interesting.

The Palmer is the hero of the whole story. What characteristics of a hero do you find in this section? Has he any of the qualities that you think should belong to a hero? Do you despise or sympathize with the Jew?

4. Sir Walter Scott has his characters talk in such a fashion as to indicate another period of time altogether. If you were to read the whole story of *Ivanhoe*, you would soon feel like talking a sort of *Ivanhoe* language. Even in this section you will find words and phrases of that sort. Put a little check opposite them in your book.

5. You have been studying sentence structure, and it has been suggested to you in your text that variety of sentence structure and length is desirable for interest of style. Read through some of the prose paragraphs (not conversation) of this section, for example, page 270. Does variety of sentence structure characterize Scott's style? What would you say were the merits of Scott's writing?

Grade VIII—Composition—Some Paragraphs

1. Do you like this paragraph from Henry Van Dyke for study of paragraph unity and good arrangement? ("Days Off")

"The camp which Samuel de Champlain made in the wilderness three hundred years ago, has become one of the last refuges of the romantic dream and courtly illusion, still haunted by the shades of impecunious young noblemen with velvet cloaks and feathered hats and rapiers at their hips, of delicate, high-spirited beauties braving the snowy wildwood in their silks and laces; of missionary monks, tonsured and rope-girdled, pressing with lean faces and eager eyes to plant the banner of the Church upon the shores of the West and win the fiery crown of martyrdom. Other figures follow them — gold seekers, fur-traders, empire-builders, admirals and generals of France and England, strugglers for dominion, soldiers of fortune, makers of cunning plots, and dreamers of great enterprises, and round them all flows the confused tide of war and love, of intrigue and daring, of religious devotion and imperial plot. The massive walls of the old city have broken, the rude palaces have vanished in fire or sunken in decay, but the past is still indomitable on Cape Diamond, and the lovers of romance can lose themselves in pleasant reveries among the winding streets and on the lofty, sun-bathed ramparts of Quebec."

While the opening sentence is long, you come to the opening idea quickly.

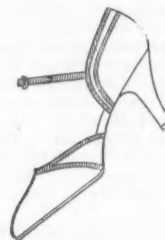
2. There is a rather effective closing sentence in this paragraph from *Silas Marner* and an arrangement that leads to that climax effectively. "He rose and placed his candle unsuspectingly on the floor near his loom, swept away the sand without noticing any change, and removed the bricks. The sight of the empty hole made his heart leap violently, but the belief that his gold was gone could not come at once—only terror, and the eager effort to put an end to that terror. He passed his trembling hand all about the hole, trying to think it possible that his eyes had deceived him, then he held the candle in the hole and examined it curiously, trembling more and more. At last he shook so violently that he let fall the candle, and lifted his hands to his head, trying to steady himself, that he might think. He had put his gold somewhere else, by a sudden resolution last night, and then forgotten it? A man falling into dark water seeks a momentary footing, even on sliding stones, and Silas, by acting as if he believed in false hopes, warded off the moment of despair. He searched in every corner, he turned his bed over, and shook it, and kneaded it; he looked in his brick oven where he laid his sticks. When there was no other place to be searched he knelt down again and felt once more all round the hole. There was no untried refuge left for a moment's shelter from the terrible truth."

3. Here is a good opening and closing sentence, with orderly narrative arrangement within the paragraph from Dickens "Mrs. Joe. Gargery's way of cutting Bread and Butter."

"My sister had a trenchant way of cutting our bread

and butter for us, that never varied. First, with her left hand she jammed the loaf hard and fast against her bib—where it sometimes got a pin into it, and sometimes a needle, which we afterwards got into our mouths. Then she took some butter (not too much) on a knife and spread it on the loaf, in an apothecary kind of way, as if she were making a plaister—using both sides of the knife with a slapping dexterity, and trimming and moulding the butter off around the crust. Then, she gave the knife a final smart wipe on the edge of the plaister, and then sawed a very thick round off the loaf, which she finally, before separating from the loaf, hewed into two halves, of which Joe got one, and I the other."

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The Alberta School Trustees' Magazine



OFFICIAL ORGAN ALBERTA SCHOOL TRUSTEES' ASSOCIATION
Published on the First of Each Month

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The A.S.T. Magazine

Editor: Mrs. A. H. Rogers, Fort Saskatchewan.

ADVISORY COMMITTEE: T. O. King, Dr. Staples, P. V. Burgard.

SUBSCRIPTION: To School Trustees, \$1.00 per annum.

Vol. II.

EDMONTON, DECEMBER, 1932

No. 9

THE EDITOR'S CORNER

A MERRY CHRISTMAS!

A recent writer claims that for the mental well-being of our children we must not let them be oppressed unduly by the present hard times. Happiness is the right of every child and especially so at Christmas time.

To many of the children in the schools of Alberta their only Christmas festivity will be in the school. It has been the custom in very many schools for the teachers to plan, execute and pay for the Christmas treat. With large classes and reduced salaries this seems to be expecting entirely too much of the teacher.

Of course it is not permissible for a School Board to spend public money for this purpose but surely they might unite with other public spirited citizens and give every child in our public schools a bit of Christmas joy.

Give a Christmas party of some sort in every school. Let everybody help, School Boards, parents, teachers and children.

"A Merry Christmas to all and God bless us everyone!"

1933 CONVENTION OF THE ALBERTA SCHOOL TRUSTEES' ASSOCIATION

to be held

FEBRUARY 1st, 2nd, and 3rd

in the

MASONIC TEMPLE, EDMONTON

A committee of the Executive of this Association met in Edmonton on November 15th to draft the Convention programme. The sessions of the Convention will be held in the Masonic Temple, Edmonton, on Wednesday, Thursday and Friday,

February 1st, 2nd and 3rd, 1933. Registration will begin Tuesday evening, January 31st at 7.00 o'clock.

Will all those districts which have resolutions they wish discussed at the Convention, send the same to the Secretary, Mrs. A. H. Rogers, Fort Saskatchewan as soon as possible in order that they may be printed in the next issue of *The A.S.T. Magazine*. Resolutions should be accompanied by the membership fee of the district.

Send a Delegate

As many school districts will be unable to send a delegate by themselves, it is recommended that several combine in sending a delegate who will report to the schools concerned upon his or her return. All delegates must participate in the pooling of railway fares. The pool rate will probably be around \$12.00.

If a district cannot arrange to send a delegate either alone or in co-operation with other districts, send along the membership fee and \$1.00 extra for a subscription to *The A.S.T.* in which a full account of the Convention will be published. The scale of fees is as follows:

Rural Schools	\$ 2.00
Village Schools	3.00
Consolidated Schools	5.00
Town Schools	10.00
City Schools	25.00
Catholic Schools in Cities	10.00

(Otherwise as listed above.)

The programme in full will appear in the next issue of this Magazine.

Arrangements are under way to have a competent committee sit for an hour each day of the Convention for the purpose of consulting with any delegates who may have difficulties which are not of general interest to the Convention. This will afford an excellent opportunity to get advice on your particular problem.

THE CASE AGAINST THE FIVE-YEAR-OLD PUPIL

W. A. Swift, M.A., Inspector of Schools,
Athabasca, Alberta

Most city, town, and village school boards have definite regulations regarding the age at which pupils may enter school. General practice is to limit entrance to those children who have attained the age of six years at September 1st of any year or who will have their sixth birthday prior to some date in the fall term. Entrance is limited to one time of year only.

Unfortunately many rural school boards permit the sending of pupils to school whose age is still five rather than six. It is usual in such districts that no regulation regarding age of entrance is in existence. A parent sends a child to school at the age of five. The teacher asks the board what should be done and is advised that if room is available the child might as well be kept to avoid ill feeling in the district.

Before suggesting that every board of trustees should have regulations limiting school entrance to six-year-old pupils it should be indicated why such is desirable. The course of study is designed to meet the capabilities of pupils of certain age groups. That of grade I is adapted to those who have attained six-year mental development. Most children of six years will have the mentality sufficient to learn and understand the material of this grade. About 15% of six-year-olds cannot understand the work of the grade or do so with extreme difficulty. Another 15% are able to master it with great ease and would be capable of a course of much greater difficulty. Under our present school system the course must be designed to meet the needs of the greatest number.

The development of a child's intelligence, his ability to learn and to understand, is gradual. At five years he does not know as many words as at six, he is unable to count as far, to retain as many facts in mind, or to appreciate the differences or similarities in objects to the same extent. This is not because he has not had the experience which the extra year gives but because he has not the additional year of mental development which will enable him to master the more difficult tasks. Consequently it cannot be hoped that the mere fact of his being at school where he is being taught will enable him to learn as fast as his six-year-old class-mate. In fact the 85% of the five-year-olds will be very similar in their ability to the less capable 15% of the six-year-olds who learn with extreme difficulty. An occasional five year-old child has six-year intelligence. These bright children are defined as having an intelligence rating of 120 as compared to the average 100. Less than 10% of the general population are so endowed. Probably 15% to 20% of five-year children could master without excessive strain the work of Grade I. For the rest it is either a case of fail this year or pass on to Grade II without a proper mastery of the work of the grade with consequent difficulties throughout the whole school career of the child because he has never been properly grounded. Instead of the grade being mastered without difficulty there must be an undue amount of drill and pressure on the part of the teacher which may result in a distaste for school which persists through the

grades. How much better for him to be a year behind, starting at six, making his grades year by year with relative ease and marks which indicate mastery of the work, than to be a year ahead in age, attempting always work which is a shade too difficult for his mental development though by dint of hard work he manages to get through, often a near failure.

The time for school boards to set a limitation on the age of entering school is not while there is some five-year-old pupil about to enter whose sudden exclusion will lead to unpleasantness but rather at some time during the term when the age of entry is not an issue. Once ruled upon there is not likely to be any difficulty in enforcement.

STETTTLER INSPECTORATE TRUSTEES' ASSOCIATION

From Mr. A. B. Clark, Secretary of the local Association comes a brief account of the Ninth Annual Convention of the Stettler Inspectorate School Trustees' Association. The meeting was held on November 3rd with forty delegates in attendance. Mayor Blair extended the official welcome from the town of Stettler.

Mr. M. R. Holder, President was in the chair. He expressed the regret of the trustees at the passing of the late Mr. Thibaudeau, for many years Inspector of Schools at Stettler and the meeting stood one minute in silence as a mark of respect to his memory.

Mr. J. W. Barnett, brought greetings from the Alberta Teachers' Alliance and expressed himself as heartily in sympathy with the new legislation (not yet proclaimed) regarding teachers' contracts, which legislation had been acceptable to a committee of both teachers and trustees.

Mr. T. O. King, Raymond, President of the Alberta School Trustees' Association spoke briefly on questions of the day. Dr. Lazerte of the University of Alberta spoke on Secondary Education: Mrs. A. H. Rogers on "Why Are You a School Trustee?" and Mr. Hay, Inspector of Schools, Stettler, on "Modern Methods in Education."

Two resolutions dealing with the salary question were submitted to the meeting, (1) calling for the abolition of any stated minimum and (2) asking that the minimum be reduced from \$840 to \$600 per annum. The latter was afterwards amended to provide for a minimum of \$700 per annum. The whole salary question was thoroughly discussed in a very fair and reasonable manner. While the majority of those present were in favor of keeping a stated minimum they felt that \$840 was too high at the present time while the suggested \$600 seemed too low. The resolution asking that the required minimum be \$700 was accordingly passed almost unanimously.

Another resolution asked that School Boards be permitted to arrange for an exchange of teachers for the marking of final examination papers in Grades VIII and IX. This was thought to be advisable in the best interests of both teachers and pupils and could be arranged without expense. The resolution passed.

The following officers were elected: President, M. R. Holder; Vice President, Ira D. Taylor; Executive, T. M. Robinson, G. A. Bishop, James Pogmore, T. Hronek, T. J. Samuel.

THE CAR SCHOOLS OF ONTARIO

An address by Dr. J. B. MacDougall, Department of Education, Toronto, to the Twenty-First Annual Convention of the National League of Compulsory Education Officials of America held in Toronto.

Providing Educational Facilities for the Child Without a Chance

I have said that the facilities of education are broadcast far and wide over the land. This is measurably but not wholly true. It is a worthwhile task where the facilities are within easy reach to care for the child who has a chance. It is a manifestly greater and more difficult task to provide for the child without a chance. It is this situation which furnishes me with a text tonight and introduces to you the topic upon which I have been asked to speak—The Car Schools of Ontario, or, as it is commonly put, The School on Wheels.

Can it be that in this enlightened age and even in lands that claim pre-eminence in educational leadership there is such an anomaly as "The child without a chance"? I fear it is too true. What a tragedy! Beaten before he starts, born to a hopeless struggle, to discouragement, to inevitable defeat in the battle of life. No nation that claims the name could knowingly be guilty of such a crime. Ontario makes no claim to special virtues along these lines. She does claim, however, that she is at least working at the task of bringing every last home and last child within the range of school facilities and at any cost doing her part to equip him for the struggle of life. It is to fill an unique need that the School Car comes to figure in the system, but in order to make its place and its need intelligible, we must fill in the historic background in the development of the Province.

The Discovery of Northern Ontario

We have lying side by side two sections of the Province commonly known by the significant names of Old and New Ontario. Old Ontario had the advantage of New Ontario by more than half a century of time. It is quite grownup, its settlement complete, its institutions, social, industrial, and educational, well developed and its civic, municipal and state machinery fully organized. New Ontario has just emerged from its infancy, an empire in size but still dependent, nine-tenths unorganized and unsurveyed, three-fourths unsettled and all its institutions in the making. It comprises that great area 1,000 miles in breadth from east to west and three hundred to five hundred miles from north to south, lying mainly north of the Great Lakes and known in literary phrase as the Laurentian Highlands. Picturesquely it might be called the breast-bone, as the Rocky Mountains are said to be the back-bone of North America. In the year 1885 that great pioneer in national progress, the Canadian Pacific Railway threw twin lines of steel across the continent in its course from sea to sea. These lines passed along the northern shores of the Great Lakes and formed the nominal boundary between Old and New Ontario. Here civilization ended and the wilderness began—a wilderness that stretched on and on, mile upon mile, a tree-clad waste to the tundras of the north and on again to the Arctic Seas. For twenty years this land was destined to remain dormant

as a land fit only for the roaming Indian and his brute companions of the wild.

But in 1903 an epoch making event occurred in the North. Some daring spirits penetrated these northern wastes and vague stories began to dribble back of worth-while lands beneath the covering forest and beyond the Laurentian plains. Argument met counter-argument in the political forum as to the wisdom or folly of caring for this hopeless area, till finally in 1903 a grudging assent was given and the Ontario Government Railway or as it was officially named, The Temiskaming and Northern Ontario Railway, was launched with North Bay as its southern terminal and its northern terminal in the unknown. But this railway, of dubious merit, struck such an eldorado of wealth in gold and silver that New Ontario became a name to conjure with and the tide of migration in Canada changed from west to north and the railway went on and on till to-day it has reached the tide-waters of the Arctic Seas at James Bay. Meantime two other transcontinental railways, now merged in the Canadian National, had made their way across Northern Ontario from east to west, making in all, with their lateral connections, almost 4,000 miles of rail in this section of the province. Soon centres of population had sprung up with startling suddenness in the mining areas. All Ontario felt the impulse and settlers were streaming in along these railway arteries to spy out the ground and build homes for themselves in this new land of promise.

The Rights of Children in Isolated Settlements

It is conceivable that in these great open spaces settlers would scatter widely, but for security would tend to cling to the base lines of the railways. This is just what happened. Along a thousand lines of rail you will find a half dozen centres of population with hundreds of miles of sparsely settled lands between. These settlements dot the railway lines at vantage points in little groups of varying numbers which change their habitat as times and seasons dictate. It may be asked what constitutes these sequestered groups at these outposts of civilization. First, the maintenance-of-way gang. The pillowed passenger in the luxurious Pullman little thinks of those who pledge their best powers to guarantee his safety. There's the hand at the throttle, the brain that drafts the train order, the switchman at the gates, but there are also beneath the whirling wheels, the miles upon miles of rail and roadbed that must be kept without a flaw. Summer and winter, in storm and shine, the road gang is on its six-mile beat. Have these guardians of public safety no claims upon public recognition? Then too, there is the prospector. He is the real viking of the North, making the rail his base and faring forth on the uncharted wastes, undaunted by cold or hunger or fatigue, often to lose life itself but at times to add untold wealth to the coffers of the nation; or let us join the passenger list on some second-class railway coach in October and see groups of two or three drop off, now here now there, sling their packsacks on their backs and disappear in the depths of the forest that will swallow them up till spring, when they re-appear laden with furs that minister to the comfort and decorative art of the world. There is the trapper

in his native haunts. Then too there are the bushman, the hunter, the guide, the pocket farmer and various lovers of the wild. These, then, form the picturesque setting in the frame of the forest: the railway group, the prospector, the hunter, the bushman, the guide, the pocket farmer and other lovers of the open spaces. These are the advance guard of settlement, the shock troops that hold the front line trenches, and ever and anon drive a salient into the wilderness and stake the ground for coming generations. They are a valuable asset to the state and their claims to fair treatment cannot be ignored.

The Railway School Car

How is the problem of education to be met? These child groups can not be left to their fate. It would be a blot on the escutcheon of any healthy state. The traditional school with its fixed location will not apply. The system must be as flexible as the type of community it serves. The household of the sectionman may migrate overnight, the field may be trapped out, the portable mill may shift its location, the timber berth may be depleted, the prospector may change his ground and the child group may dwindle or vanish only to re-appear, possibly at some other point. It is a unique situation. A healthy organization is self-regulating and self-correcting and so in due time the answer came in the form of the Railway School Car. The school bell in the forest heralded a new day for the bush children as the school car started on its mission. It waved a magic wand over these lonely spaces and the scene was changed. Life and Light and Hope dawned and darkened spirits glowed with the promise of a new day. The School Car is a happy combination of school and home with the added convenience of locomotion. Thus it can shift with the shifting group and halt wherever there is need. It is a coach rebuilt to accommodate teacher and class with kitchen, dining-room, living-room and school-room compartments outfitted to the last degree to minister to the comfort and convenience of the teacher and his family, and to ensure the efficiency of the school. Since it must operate in arctic weather, its pressure heater will function at 50° below zero. Its ice-cooled larder may be stocked with food to last for weeks. It is iced and fuelled from passing trains. No item of equipment is lacking to make a perfect school. The car runs on a schedule of its own, halting for the necessary four to eight days at a school station where children gather for intensive study in the standard subjects of the school programme, following which it is picked up by a passing train and transferred to the next point of call. Children hail the advent of the car with shouts of welcome and bid it a sorrowful adieu when its visit closes. In the interval of three weeks between calls they apply themselves to supervised tasks in preparation for the coming visit. Thrown on their own resources they develop initiative and self-dependence, qualities that every school should covet. They take a pride in their school. It is their very own, planned, equipped and maintained solely for them and different from any other school, not only in the Province but in the world. And this pride in possession, with the added challenge of battle against adverse circumstance, furnishes a momentum that sends them through eight grades of pub-

lic school in five years of fifty days' actual schooling, in contrast with eight years of two hundred days in the all-day every-day school. The School Car is teaching the timely lesson of what may be done in a favourable environment under the stimulus of self-impulsion. Children who could not form the simplest letter of the alphabet have written intelligent letters to their friends in less than three weeks' actual schooling. One boy of non-English parentage this year carried off Honours in the High School Entrance examination after but five years of fifty-five days each of actual attendance in the School Car. A significant remark passed by a visitor illustrates the spirit that pervades the school,—“It would take a battery of machine guns to keep children away from this school.” A striking fact in relation to attendance is that the School Cars are the only 100% schools in the Province.

The make-up of a school group presents an unusual picture. Here we find all ages in all grades, all pulling cheerfully for the one port. The fifteen-year-old may be found with the five, the full grown with the child. In one case a family of four were in attendance and the mother, in her spare hours, was found brigaded with her own five-year-old, both wrestling with the mysteries of “c-a-t, cat” and “two and two are four,” the child often bettering the mother in the race. By way of proof that all geniuses are not city-bred, a mere overgrown bohunk from the bush, who did not know “a” from “z,” playfully slipped up to the blackboard at intermission and drew a flying railway engine under full steam that would do credit to any graduate of our best Schools of Art. The Car School is uncovering talent in most unlikely places.

Thirst for Education

Some interesting episodes gather about the School Car service. David and Arthur Clement, nine and eleven years of age, orphaned of a mother, were left to forage for themselves in the heart of the northern forests while the father retired for the winter to his trapping fields in the Hudson Bay waters. Hearing of the strange thing that had come to help them, they mushed forty miles with their dog team, pitched their tent in five feet of snow in the heart of the spruce forest, and all winter, even at 50° below zero, joined company with their car school mates to acquire an education. This summer they finished their five years with eighth grade standing, in spite of the fact that they had to trap for a living in their spare time. There's many an instance of courage and self-denial and of conquest against great odds, but lack of time forbids further reference.

Co-operation Between the Department of Education and the Railways

The school car is a co-operative service between the Department of Education and the Railways—the Canadian National and Canadian Pacific. Each shares the cost and in turn participates in the profits. Educationists are sceptical of the worth of a week's schooling in a month, but we may have to revise our traditional theories. A five years' test under school car conditions has given positive proof of its worth. Again the Railways have been embarrassed by the necessity of placing right-of-way employees where school

facilities are lacking. Today transfers are sought to the fields where the school car operates, and the railways are pressing for extension of the service. Today there are five cars caring for about 1,000 miles, and two additional cars are under construction with a possible third in the offing, which will make eight in all, covering an area of almost 1,500 miles.

The Community Centre

But the service does not end with the child. The School Car is the social centre for the adult population during its stay. Here are to be had newspapers and periodicals and a well-selected library, not only for the child but also for adult reading. The cars are provided with phonographs and radio sets by the kindness of welfare organizations so that these people, in their isolation, enjoy many of the amenities of city life. The car is a clearing house for ideas. To the teacher the parents bring their problems, home and business and occupational, and find a helping hand. Night classes for parents form part of the regular service. Ninety per cent. of these are non-Anglo-Saxon—Finn, Italian, Ukrainian, Swede, Bulgarian, Slovak, Russian from Central Europe, as well as French and Indian of Canadian origin. They soon acquire a working knowledge of English, some faculty in the use of figures in relation to their daily tasks, a needful knowledge of the history and geography of the new land to which they have come, and of the principles and practice of good citizenship.

New citizens in new lands have hazards to meet, obstacles to overcome, hardships to endure that often baffle the best effort. Of this Northern Ontario is a typical example. Here a real drama has been enacted through the past thirty years. Pioneer settlers have been doing stern battle with the forces of Nature in building homes and wresting a meagre living from her tenacious grip. It is sufficient that the parent suffer without passing on the legacy to the helpless child. I have had the privilege of rubbing shoulders with these pioneer figures and I know their mettle. They had fought their way through many a battle, but here was an obstacle they could not surmount — the education of their children. Marooned in the forest they were beyond the range of help from any regular source. The School Car was an adventure in educational effort to meet their need. It has vindicated itself in every way. It is transforming lives; it is opening up the door of opportunity, it is producing contented citizens who feel they are no longer outcasts in the land of their adoption. It is welding these New-Canadians into the structure of the nation and adding strength and fibre, as well as solidarity to Canadian citizenship.

—*The Canadian School Journal.*

HOWLERS, 1932 CROP

"A connoisseur is a person who stands outside a picture palace."

"Matrimony is a place where souls suffer for a time on account of their sins."

"A polygon is a dead parrot."

"The 'Compleat Angler' is another name for Euclid, because he wrote all about angles."

"Ali Baba means being away when the crime was committed."

W. H. CHAPPELL RESIGNS AS PRESIDENT OF THE CROWS' NEST PASS SCHOOL TRUSTEES' ASSOCIATION

W. H. Chappell forwarded his resignation as President of the Crows' Nest Pass School Trustees' Association, to the Secretary last Tuesday, giving ill health as his reason. In his letter Mr. Chappell requested to be allowed to remain as a class "B" member.

He drew the attention of the Secretary to the fact that the next meeting would be held in Bellevue this month, and trusted that resolutions and questions to be brought before the annual provincial convention would be discussed at this November meeting and also suggested that copies be sent to the editor of *The A.S.T. Magazine* for publication so that trustees in other parts of the province would be placed in a position to be able to cast an intelligent vote on the subject when presented.

Mr. Chappell thanked the trustees for past assistance and expressed the hope that the good work which the Crows' Nest Pass Trustees' association had done would be continued in the future.

—*Lethbridge Herald.*

LOG SCHOOL HOUSES IN ONTARIO

Far more attention is being paid to the esthetic phase of education in rural schools now than in years past. Evidence of this is seen in the modern design of rural school buildings and in the school gardens surrounding them. It seems a far cry, indeed, from the rural schools of the present day to the little log schoolhouse of our fathers or our grandfathers' youth. And yet the annual report of the Department of Education for 1931 reveals the fact that the time-honored log structure has not actually disappeared.

In fact, some counties of Ontario added log schoolhouses to their quota in 1930 and 1931. York County, for instance, is shown to have added one log school during the year, while Simcoe reported two in 1931. Neither of these counties had any in 1930. The total decrease in this type of construction of 14 for the province, however, is unchanged from the previous year. In all there were 87 log schools in Ontario, chiefly in Northern Ontario, but a decrease there of five from the previous year.

—*The Toronto Mail & Empire.*

EXPENSIVE SCHOOL BOOKS

School books are very expensive items in the family budget. Every year each scholar has his arms filled with new books, and the price seems to us to be high enough to enable the editors to realize handsome profits. This is a province of large families. It often happens that five or six children go to school from the same home simultaneously. In the course of the last quarter of a century this epidemic of superfluous manuals has developed. Many of us went to school thirty years ago. In those days the books were very simple and few, but they gained in quality what they lacked in quantity. Men who have shone in Canadian letters did their elementary course with one single French grammar, which did not prevent them from writing a bit better than many of our modern scholars trained with five or six textbooks for the same subject.

—*Le Soleil, Quebec.*

MARCH OF SCIENCE DEMANDS MORE TECHNICAL EDUCATION

Development of Alberta's Natural Resources Gives Opportunities to Trained Workers—Technical Offers Many Courses to Students

With the arrival of Fall, and the impending re-functioning of Edmonton's intricate educational machinery, industry's demand for specialized training is again being given attention. The Edmonton Technical School, opening simultaneously with other units of the city scholastic system, will continue its service of the past, of supplying professionally-trained men.

A decade ago, such a phase of development did not exist locally, but the phenomenal march of science has forced the maintenance of a city centre and bids fair to augment it as has been done elsewhere.

The machine age, as we are accustomed to term this century, has made inroads into every mode of living, adding much of variety. To cite examples, a few of the topics recently brought to prominence are electricity, radio, gas engines and aeronautics, all of which may be extensively subdivided. Age-old industries, as engineering and agriculture have been entirely renovated to make them non-recognizable to ancient adherents. To match these strides, technical and commercial education has been a natural outcome.

Theory Fails

Ordinary theoretical or classical training is becoming more and more unsuitable for the requirements of the business world. A convergence is resulting whereby the high school is flavored with practical vocational work, and on the other hand, apprenticeship, the primitive technical school is broadened to include theory. Apprenticeship without correlative improvement in the fine arts and generalized groundwork, is even more hazardous as an outlook than mere book learning. Constant revolution demands that the novice base his research and routine on different principles and formulae than those which guided his predecessors.

Breadth of knowledge is never obtained from purely mechanical sources and while narrowed specialists are ever-present, their valid judgment of new products is vanishingly small. Unfortunately, there is a scarcity of men who are able to study problems broadly and exclusively and render sound criticisms in fields not essentially belonging to their limited domain. Technical education, as a result, aims to cover coincident studies, to allow continuation with English, political economy, mathematics and develop the social graces and personality as fully as her sister institutes.

Need Apparent

The resources imminent to the constructive activities of city graduates hardly need repetition here. The management of her mineral resources and timber lands having been recently given to the Province by the Dominion Government, it is apparent an increased drive to their development will be made and more opportunities given the trained worker.

The commercialization of gas, oil and coal are potentially large enough to absorb all present devotees of chemistry, geology and mining engineer-

ing. The same wealth is indirectly related to nearly every other branch of mechanical education.

The agricultural industry, the foundation of Alberta's existence, has a special significance to institutes of technology. Farm mechanics, especially the operation of tractors and combines, has problems of economy and efficiency, the solution of which have considerable bearing on rural life. No better realization of the connection can be made than the consideration of the fact that 70 per cent. of the students in western trade schools are in courses relating to farm management.

The prestige gained by graduates with technical experience is increasing. Industry, long having deplored the breach between academic training and practical workmanship, has herself created these trade schools by direct financing and leadership.

Well Known Firms

Such well known firms as Westinghouse Electric and General Motors hope to see the selection process entirely completed during the period of training, which includes temporary summer employment for undergraduates. Emphasis is laid on the essentials of broadening the character and moulding a business sense, and as a consequence these supervised certificate holders are men already proven capable to enter the establishments concerned. Such vocational courses are the stepping stones to successful commercial and industrial ventures.

The general nature of technical courses has already been alluded to. The number may be substantially increased by a brief glance at any representative calendar. Drafting, Art, Showcard Writing, Carpentry, Plumbing, Forging and Welding may not have been suggested even directly, or those subjects of the girls' department as Millinery and Domestic Science. The latter group enable the students to form associations with the many trades involved, including saleswork, and it also prepares them for the universal occupation of housekeeping. The large majority of the trades indicated will be offered in Edmonton during the coming term.

Similar Routine

A technical college is similar in routine to a High School and manual training units are optional choices in obtaining matriculation standing. More space is usually provided in the former establishment because of workshop and powerhouse equipment. Frequently additional expense is incurred to the students for supplying personal tools. Otherwise in matters of assignments, timetable, athletics, and student activities, the resemblance is well marked.

—The Edmonton Journal.

To enable many of the blighted districts in Saskatchewan to keep their schools open in the face of falling tax receipts the Lignite Mine operators of Souris Valley have generously offered to the Department of Education 65 carloads of coal for distribution among the schools most heavily hit by the several years of drouth. This will supply 350 schools. It was a splendid contribution and redounds to the credit of this coal company.

AMBITIOUS GIRLS SEEKING CAREERS IN PROFESSIONS

Many Courses Formerly Monopolized By Men Available

Growing tendency on the part of girls to study for the higher professions, closed to them for thousands of years, is manifested in the number of professional courses now open to them. Engineering, architecture, medicine, teaching and other professions now include many women.

At the beginning of the present century, women began to seriously invade those professions which up to that time had been monopolized by men. The number of women competing with men in these lines increased by leaps and bounds for two decades until, with the coming of the new generation, the equality of sexes in the professions was recognized.

Women Needed

The guarding of the public health has various phases which demand the services of the college girl. Nursing is almost entirely a women's profession. In the east the percentage of women who train for medicine and surgery is larger than in the University of Alberta, but even here, from 5 to 10 per cent. of the medical students are women.

Dentistry is a course open to women, but this branch of work does not seem to be at all popular in the west.

Dietetics is one of the courses which train the girl of today to fill many positions in the test kitchens of the many manufacturers of food products. In this field the university graduate has replaced the southern mammy of yesterday's advertisements.

In the many science courses there may be found a sprinkling of women. Pharmacy is one of the most popular of the professional courses at the University of Alberta. The prejudice which seems to exist against the professional woman, especially the woman lawyer, does not seem to extend to the woman druggist.

Natural Course

Household economics is, quite naturally, the woman's course. Miss Mabel Patrick of the University of Alberta, states that this is a very popular course, with the numbers enrolled increasing each year. Last year the class numbered 70. Graduates of this department find positions in restaurants, nursing homes, boarding schools and the larger departmental stores. Many also establish tea-rooms of their own.

Teaching appeals to more women than any other of the professions. In our Normal Schools the number of girl graduates greatly exceeds that of the men. Each year more and more girls emerge from the mass of grade teachers to specialize in elementary teaching, a field monopolized by women. In the school of education connected with the University of Alberta, the men and women are very evenly divided as to numbers. Here all the High School teachers of the Province are trained and specialize each in their own particular line.

Ratio 2-1

In the entire University of Alberta, A. E. Otte- well, the Registrar, stated the ratio of men and women is two to one. This percentage holds fairly

steady throughout the courses offered, there being fewer women in some of the professions. The combined courses, such as Arts and Law, Arts and Medicine, and Arts and Dentistry, are more frequently studied than the straight professional courses.

In the eastern universities many women take up journalism, commerce, architecture, interior decorating, landscape gardening, and even engineering, in the schools of practical science — these, of course, outside the regular courses of Law and Medicine. It is, however, only the occasional woman who makes a great name for herself in these lines of endeavor.

—The Edmonton Journal.

CRIME AND DELINQUENCY LESS IN SPITE OF HARD TIMES

Crimes, both minor and serious, have a tendency to increase in times of depression and unemployment, but last year was a gratifying exception in Ontario. While juvenile delinquency declined throughout Canada the greatest falling off was in this province. Major cases dropped over 10 per cent., and minor ones over 25 per cent. Juvenile delinquency is often hard to fathom, but it may fairly be claimed that much of the improvement was due to the increasing number of juvenile courts whose function is prevention rather than punishment.

The report upon prisons and reformatories in Ontario shows that in 1931 there was a large reduction in both commitments and convictions. But the total days' stay of prisoners in the penal institutions of the province increased. This clearly indicates that longer sentences were served. The report states that it must not be inferred that still heavier sentences would further reduce crime. While some criminals must receive heavy sentences for the protection of society, civilization will best be advanced by other means. There should be a searching study of each individual prisoner with treatment according to his or her needs. Of the first offenders, one-half are below the age of 25, with a large percentage in their tens. "Many of these youths have lacked proper parental discipline," says the report. "As the province must try to correct, the courts should be given power to impose discipline such as is applied by good parents." The report does not go into details as to the additional power thus sought.

Officials of the department suggest for serious consideration: (a) More thought and action by parents in the training of their children, a large number of prisoners coming from so-called good homes; (b) more attention in schools to moral training and the real meaning of good citizenship; (c) the churches and other organizations should put further stress on the responsibility of parents in training their children.

—The Mail and Empire, Toronto.

"Now children," said the teacher who was trying to boost the sale of the class photographs, "just think how you'll enjoy looking at this photograph when you grow up. As you look you'll say to yourself, 'There's Jeanie, she's a nurse; there's Tom, he's a judge,' and—"

"And there's teacher, she's dead," came a voice from the back of the class.

SCHOOL MEDICAL INSPECTION

J. T. Phair, Director, Division of
Child Hygiene

The school is the logical centre from which communicable disease is spread in any community. The presumed accuracy of this statement led to the establishment of school medical inspection, a generation ago. First intended as a procedure which would aid in the control of contagion, by the prompt recognition of early symptoms, intimate supervision of contacts and those absent from school on account of unexplained illness; it was early extended to permit of the examination of children suffering from some physical defect or disability. The value of such a procedure readily established itself. Innumerable children were found to be suffering from physical abnormalities which had been unrecognized, or the importance of which had been unappreciated either by teaching staff or parents.

The importance of the early discovery of such common defects as—below normal vision or hearing, abnormalities of the nose or throat, decayed permanent teeth, incipient heart or chest disease, defective speech and the other less prevalent conditions found among the school age group, was readily appreciated by a definite percentage of parents and teachers. The response of many parents to an intimation from the school physician, dentist or nurse, was just what one might have expected from all those interested in the present or future physical status of their children. Unfortunately, the percentage of those whose interest is not evident, and those who are apparently disinterested is much larger than even the most sceptical might have imagined. Eliminating those who cannot afford to pay for the necessary treatment, there is a larger-than-should-be number who either deliberately ignore the suggestion that medical services should be sought, or wilfully procrastinate the seeking of it.

The service was originally thought to be primarily adapted to the larger centres of population only. It was realized, after its success was established in the towns and cities, that its sphere of usefulness was equally applicable to the smaller urban community and rural districts. The peculiar feature associated with this realization is, that it is largely confined to those charged with the responsibility for the extension of the movement. Despite the fact that its need, value and applicability have been well established, there is no evident willingness on the part of the local municipal authorities to urge its adoption. Neither is there any loud or insistent clamour from teachers or parents in these areas for its establishment.

Since the initiation of school health supervision on this continent, school sanitation has been markedly improved; school absence has materially lessened; an interest in personal cleanliness has been stimulated; adequate provision for these children physically and mentally handicapped has been seriously considered; and health teaching has been placed upon a plane infinitely higher than that which it formerly occupied. That all these achievements can be placed to the credit of school medical inspection, one does not even assume; but the fact remains that there is a very definite relation-

ship between them. The community with an adequate-functioning school health service, will be uniformly found to be equally interested in the establishment and maintenance of all those desirable adjuncts to a well-rounded community educational programme.

The sooner that there is a general realization by all concerned that the health of the individual child is a responsibility jointly shared by the parent and the community, the sooner will the physical well-being of the children of Ontario reach the high standard that is warranted.

—*The Canadian School Journal.*

TRANSIENT BOYS ROAMING THE UNITED STATES

Homeless children, estimated at millions, though the total is not known definitely, have created a distressing problem in Soviet Russia recently. It is surprising to learn that a similar problem has arisen in the United States. The Children's Bureau at Washington made a survey of unemployment conditions as affecting young people. The report of the inquiry, published in bulletin form, calls attention to the "new social phenomenon," presented by the great number of transient boys between the ages of 12 and 20 years, who are now roaming over the country in search of work or food. This number is estimated to be between 200,000 and 300,000, and to be constantly increasing. "Boys accustomed to decent standards of living," the report states, "find themselves going for days at a time without taking off their clothes to sleep at night, becoming dirty, unkempt, a host to vermin. They may go for days with nothing to eat but coffee, bread and beans. In Winter they suffer from exposure." The Children's Bureau suggests that welfare agencies undertake a co-ordinated program for the purpose of arresting the movement of boys away from their homes and of rehabilitating those who have become waifs and strays.

—*The Mail and Empire, Toronto.*

The same condition as mentioned above obtains also in Western Canada, as many a housewife who has given a meal to these young lads can testify. Doubtless the thrill of adventure lured many from their homes and they drifted on till now they are without means to return. Others "hit the trail" because there were too many mouths to feed at home, and are now in a sorry plight. How many of these were "misfits" in our present school system and wherein lay the fault?

IGNORANCE

Ignorance shuts its eyes and believes it is right. He who is afraid of asking is ashamed of learning.

To be conscious you are ignorant is a great step towards knowledge.

It is very well now and then not to remember all we know.

He that boasts of his own knowledge proclaims his ignorance.

He that knows least commonly presumes most.

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